DOCUMENT RESUME

ED 111 980 CE 004 723

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TITLE Look to Learning: Sixth Grade.
INSTITUTION Arizona State Dept. of Education, Phoenix.
PUB DATE 75
NOTE 162p.; For related documents, see CE 004 714-727

EDRS PRICE MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS Activity Learning; Career Education; Elementary Education; Grade 6; Instructional Materials; *Learning; Learning Activities; *Learning Processes; *Lesson Plans; *Teaching Guides

ABSTRACT

The field tested sixth grade instructional unit was designed to explore learning in its broadest sense, involving the learners in activities dealing with what learning is, where they learn, and how they learn. The seven lessons deal with defining learning and knowing, exploring learning experiences both in and out of school, learning as it is Dependent on the learner's interests and abilities, and learning through the budgeting of time. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a resource profile. The seven lessons will take a total of 10 to 11 hours of instruction, involving large and small group and individual activities. One lesson can be adapted for self-directed learners. Each lesson is presented in terms of concept, performance objective, estimated time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, and summary), assessment procedures and tools, and worksheets. An instructional strategy guide covering demonstrations, discussions, questioning, role-playing, and creative writing, and an eight-item bibliography are appended. (BP)

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LOOK TO LEARNING

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SIXTH GRADE

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CE 004 723

CAROLYN WARNER, SUPERINTENDENT
ARIZONA STATE DEPARTMENT OF EDUCATION

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Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

LOOK TO LEARNING

This instructional unit, which relates to the Career Education outcomes, has been field tested in the State of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers.

OVERVIEW:

1. Adjustment of the recommended time allocations is the prerogative of the instructor in order to meet the needs of the learners.

2. It was suggested that this unit be taught in daily consecutive blocks in order to help sustain interest.

3. The assessment items may be administered orally or in writing.

SPECIFICS:

Lesson 1:

a. The charts on pages 93 and 97 should be redone to make the boxes bigger. There is sufficient room to use the theme format.

b. The time schedule on page 101 may have to be redesigned to meet your particular school situation.

Lesson 6:

a. You may want to plan some enrichment activities for your faster learners in this lesson.

b. To give more room in the boxes, the chart on page 119 could be re-designed to be placed lengthwise on the page.

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UNIT DESIGN

Overall Purpose

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

Goals

The unit goals of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these unit goals be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

Performance Objectives

The performance objectives are derived from the unit goals and are intended to specify the expected behavior of the learners.

Lessons

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described, key

items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

> INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.
>
> TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided, along with suggestions to the instructor for accomplishing the task.
>
> SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

On occasion, supplemental activities are presented to assist in obtaining the desired learner outcomes.

Resources

Instructional resources such as materials and equipment are suggested in the lessons. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials to be used in a lesson are located at the end of that lesson.

Assessment Procedures

The purpose of the assessment procedures is to determine the learner's level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented, along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson.

Instructional Strategy Guides

The unit contains several types of instructional strategies: demonstration, discussion, questioning, role playing, and creative writing. Instructor guides for these strategies are presented in the appendix, with specific references given in the lessons. A *Unit Content Strategy Profile*, which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

UNIT OVERVIEW

Purpose Of This Unit

The primary intent of this unit is to explore "learning" in its broadest sense. The learners are involved in activities dealing with what learning is, where they learn, and how they learn. Learning is related to individual interests and abilities. As an aid to learning, some experiences are provided in the budgeting of time.

Four major goals and seven performance objectives are addressed in this unit. The lessons are designed to meet the performance objectives and involve the learner in various types of activities including discussions, role playing, simulation, games, and arts and crafts.

The major goals and objectives deal with such topics as defining learning and knowing, and exploring learning experiences both in and out of school. Another goal and objective deals with learning as it is dependent upon the learner's interests and abilities. The last few lessons cover one goal dealing with expanding learning through the budgeting of time.

Intended Use Of This Unit

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated with its development.

be collected, it is essential that the unit be taught in a manner consistent with the developer's intent.

GRADE PLACEMENT

This unit has been written to be used primarily at the sixth grade level.

SUBJECT AREA

All of the lessons in the unit are related to the social studies area of the curriculum. Experiences are also provided in the areas of language, math, and art.

DURATION

The lessons within the unit have been written to provide a total of 11 to 12 hours of instruction.

GROUPING

The unit lends itself to various types of grouping. Provisions are included for large groups, small groups, and individual activities.

Preparing To Teach This Unit

Two *Unit Profiles* that follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis that will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

Lesson 5 provides for the self-directed learner to schedule his own tasks over the school day. The subjects or activities that the instructor feels

cannot be self-taught may be written in the lesson when necessary.

Materials that accompany the lessons may need to be duplicated by using a ditto, xerox, or mimeograph machine.

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
1	50 min.	Learning precedes knowing.	Group discussion Individual or small group Listing of the steps to accomplish a task Illustration
2	105 min.	Experiences in school can be transferred to experiences out of school.	Group discussion Individual worksheet Interviewing worksheet Reporting
3	90 min.	Some learned skills are acquired in a setting other than the classroom.	Large group discussion Worksheet Small group discussion weaving project
4	60 min.	Tasks done well are related to interest and ability.	Group discussion Written individual biographies Bulletin board display
5	100 min.	Budgeting your time and tasks in school.	Group discussion worksheets for budgeting time and tasks
6	180 min.	Budgeting your time and tasks out of school.	Group discussion Worksheets for budgeting time and tasks Interest demonstrations

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
7	110 min.	All workers can benefit by budgeting their work time.	Group discussion Worksheet Game

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	*Questioning Strategy* (Appendix) *Discussion Strategy* (Appendix) Assessment item	Bulletin board Construction paper Butcher paper Crayons Felt marker
2	*Interview Form* Sample copy: *Interview Form* *How Skills Learned in School Help Me With Things I Do Out of School* *Questioning Strategy* (Appendix) *Discussion Strategy* (Appendix) *Role-Playing Strategy* (Appendix) Assessment item *Product Assessment Form*	Microphone
3	*Learning Examples* Sample copy: *Learning Examples* *Belt Weaving Instructions*	3-ply (72 jute) Six-inch wooden dowel

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
3 (Cont'd)	*Illustration of Macrame Belt* *Demonstration Strategy* (Appendix) *Discussion Strategy* (Appendix) *Questioning Strategy* (Appendix) Assessment item: *Product Assessment Form*	
4	Story: *Henry Wayne Stephenson* *Creative Writing Strategy* (Appendix) Assessment item: *Product Assessment Form*	Lined theme paper Bulletin board Typewriter (optional)
5	*School Time Allotments* Sample copy: *School Time Allotments* *Choice Tasks for Spare Time* Sample copy: *Choice Tasks for Spare Time*	Manila folders

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
5 (Cont'd)	*Time Schedule for the Self-Directed Learner* (Alternate method) Sample copy: *Time Schedule for the Self-Directed Learner* (Alternate method) *Questioning Strategy* (Appendix) *Discussion Strategy* (Appendix) Assessment item: *Product Assessment Form*	
6	*Time and Tasks Out of School* Sample copy: *Time and Tasks Out of School* *Interests Out of School* Sample copy: *Interests Out of School* *Discussion Strategy* (Appendix) *Questioning Strategy* (Appendix) Assessment item: *Product Assessment Form*	Manila folders

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
7	*Student Evaluation Sheet* Sample copy: *Student Evaluation Sheet* *Budget Game* *Budget Game Spinner* *Budget Game Directions* *Benefit Cards* *Consequence Cards* *Worker Budget Worksheet* Sample copy: *Worker Budget Worksheet* Assessment item: *Product Assessment Form*	Cardboard

INSTRUCTIONAL SEQUENCE

LEARNING AND KNOWING

LESSON ONE

CONCEPTS

In our daily experiences we find that learning precedes knowing.

Learning tasks involve several steps and include the elements of planning, preparing and practicing.

PERFORMANCE OBJECTIVE

The learner will identify steps by which the process of learning becomes knowledge. The set of steps will include the elements of planning, preparing and practicing.

LESSON TIME

50 minutes

NEW VOCABULARY

Knowing - concept or skill that has been acquired

Learning - process of acquiring skill or knowledge

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Questioning Strategy (Appendix)	Bulletin board
Discussion Strategy (Appendix)	Construction paper
Assessment item	Butcher paper
	Crayons
	Felt marker

Instructor Preparation Tasks

List on the chalkboard the definitions for learning and knowing.

Write the following on the chalkboard for reference during the introduction:

1. Planning
2. Preparing
3. Practicing

Duplicate a copy of the assessment item for each learner.

Read *Questioning and Discussion Strategies* in the appendix.

Acquire construction paper, crayons, and felt marker for the independent activity.

Make available bulletin board space for the product display.

Instructional Procedures

INTRODUCTION

In the next several lessons we will be discussing such things as how and where learning takes place both in and out of school. During these discussions

we will find that our learning experiences both in and out of school will help us in the occupations we choose.

We all do some tasks better that we do other tasks. We will analyze why this happens. It could happen because of a natural talent, an interest, or practice. Name an example of a task a person performs well because of a natural talent.

Possible response:

My father sings in the church choir and does it well because he has a natural talent for singing.

Good, now name an example of performing a task well because of an interest.

Possible response:

I swim well because I'm interested in entering the Olympics when I am older.

That's a good example. Now give an example of performing a task well because of practice.

Possible response:

I am a better softball player because I practice every day. I want to make more home runs this week than I did last week.

That's right.

Whatever learning we want to turn into knowledge contains the elements of planning, preparing, and practicing. Sometimes we are involved in learning that is not planned, is not prepared, and is not practiced. For example, Johnny left his bicycle unlocked and unattended outside a store while he was shopping. The bicycle was stolen. Can you guess what Johnny learned from this experience?

Possible responses:

1. He learned to keep a lock on his bicycle when he left it unattended.
2. He learned that not all people are honest.

That's right. Johnny didn't plan, prepare and practice what happened. He did, however, plan, prepare, and practice how to prevent this from happening again.

Refer to the three "P's" on the chalkboard.

These three things usually happen before we acquire knowledge.

If you plan your time well, it can help you learn more about the things that will be important for an occupation as well as learning more about your hobbies and special interests. In later lessons you will be budgeting your time.

We will be doing something new and different for each lesson. You will be working in small groups, in large groups, and individually. We will have discussions, do art work, write creatively, research information, and play a game.

In this lesson we will determine the relationship and the difference between learning and knowing. You will help to determine the steps involved in completing a task. When these steps have been practiced often enough by you that you can do them without help, then you can say you know how to do the task. Learning precedes knowing. An example of learning preceding knowledge is that _____ *(use a learner in your room)*, as we all know, is a good softball player. She/he knows how to bat a ball so that it goes far out in the field.

What did _____ *(use the same learner)* have to learn before she/he acquired this knowledge?

Possible responses:

1. She/he had to learn how to throw and catch a ball.
2. She/he had to learn how to hold a bat.
3. She/he had to practice.

In this activity you will illustrate a task you know and will write each step in the learning process to complete the task. The steps will reflect examples of the following elements:

1. Planning
2. Preparing
3. Practicing

Refer to the categories written on the chalkboard.

TASKS

List on the chalkboard the following definitions:

1. *Learning* - process of acquiring skill or knowledge
2. *Knowing* - concept or skill that has been acquired

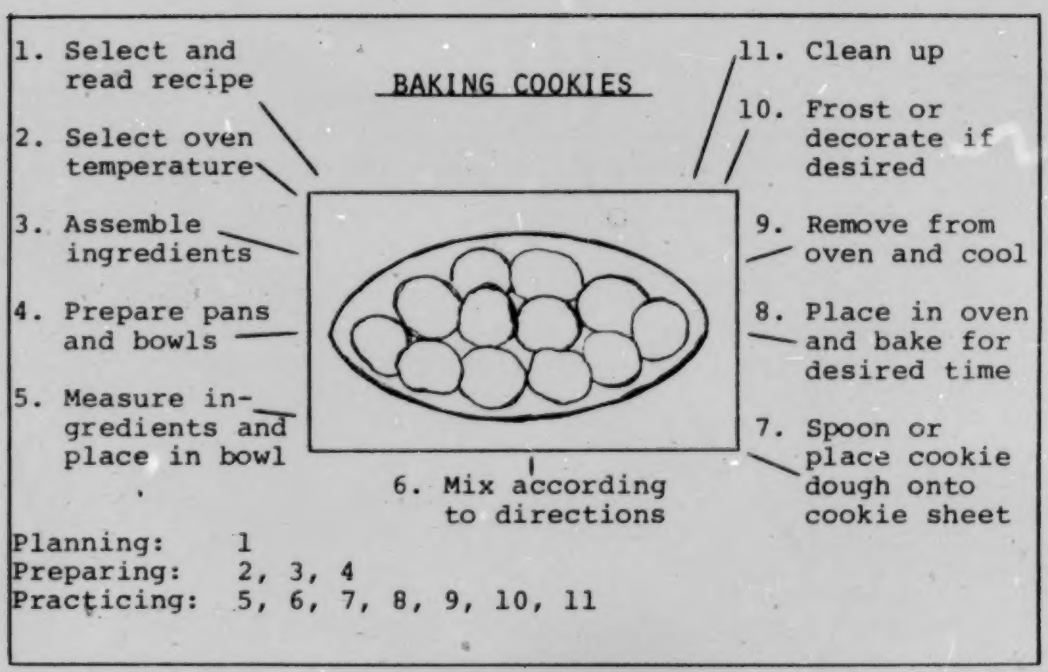
During this lesson we will be working with these two terms. Remember, learning is the process involved in acquiring knowledge. The process _____ *(use the same learner in your room)* went through when she/he became a good softball player was to first learn how to throw and catch a ball. Then she/he learned how to hold a bat and how to swing it. Then she/he had to practice these skills often. It is important to be aware of the steps involved in doing a task before starting the task. That is what we will be doing during this lesson.

Think of the learning steps involved in doing a task you know well. For example, if you know how to bake cookies from experiences you have had in the past, what steps would be involved?

Desired responses:

1. Select and read the recipe.
2. Select the oven temperature.
3. Assemble the ingredients.
4. Prepare the pans and bowls.
5. Measure the ingredients and place them in the bowl.
6. Mix according to directions.
7. Spoon or place cookie dough onto the cookie sheet.
8. Place in the oven and bake for the desired time.
9. Remove from the oven and cool.
10. Frost or decorate if desired.
11. Clean up the kitchen.

Add any steps not mentioned by the learners. Draw a picture of a cookie platter on the chalkboard. The learners responses may be similar, as shown on the following example:


BAKING COOKIES
1. Select and read recipe
2. Select oven temperature
3. Assemble ingredients
4. Prepare pans and bowls
5. Measure ingredients and place in bowl
6. Mix according to directions
7. Spoon or place cookie dough onto cookie sheet
8. Place in oven and bake for desired time
9. Remove from oven and cool
10. Frost or decorate if desired
11. Clean up
Planning: 1
Preparing: 2, 3, 4
Practicing: 5, 6, 7, 8, 9, 10, 11

Which step involves planning?

Desired response: Selecting the recipe and reading

Which steps involve preparing?

Desired response:

1. Selecting the oven temperature
2. Assembling the ingredients
3. Preparing the bowls and pans

Which steps will you do better if you've had practice?

Desired responses:

1. Measuring ingredients
2. Mixing ingredients
3. Placing on cookie sheet
4. Baking cookies
5. Removing from oven
6. Frosting cookies
7. Cleaning up

Now that you have seen the example that we have completed on the chalkboard, we will name some other tasks you know well. These tasks may be used as examples in completing your individual activity today.

Write the learners' responses on the chalkboard.

Possible responses:

1. Fishing
2. Macramé
3. Cheerleading
4. Building models
5. Cleaning room
6. Kicking football
7. Golfing
8. Guitar playing

You may choose one of the examples we mentioned that is written on the chalkboard, or use one that is not listed, to complete today's activity. You may work alone by deciding on a task you know how to do well. You will draw your own picture and list the steps involved in completing the task just as if you were performing.

Another alternative is to work in a small group of two or three members. If you work in a group, you will decide together what task you will illustrate and what steps must be followed in the learning process relating to the illustrated task. Choose someone in your group to illustrate the task as we did on the chalkboard. Then write the steps necessary to accomplish the task around the drawing. At the bottom of your picture, write the three "P's" as we did in the example. Write the number of the steps beside each element that it reflects. All members of your group are to participate. If you wish, you may choose a group leader.

Allow time for the learners to divide into small groups if necessary. Distribute butcher paper to each group and circulate among the learners to give assistance.

Encourage each individual or group to share and discuss their product or to actually demonstrate the steps involved.

Display the products attractively on a bulletin board.

SUMMARY

Now that you have identified the learning steps involved in completing a task, you are aware of what takes place before you can acquire knowledge.

For review, someone tell the class in your own words the definitions of learning and knowing.

Desired response:

Learning - The process of acquiring skill or knowledge.
Knowing - A concept or skill that has been acquired.

Which comes first, learning or knowing?

Desired response: Learning

The learning steps are made up of what three elements?

Desired response:

1. Planning
2. Preparing
3. Practicing

In the next lesson we will identify some in-school and out-of-school activities, and we will see how the skills learned in school help to accomplish the out-of-school activities. Out-of-school activities also include occupations.

SUPPLEMENTAL ACTIVITIES

The learners may write individual essays on a difficult task they have learned and the steps involved in completing the task.

Invite a resource person to demonstrate the steps involved in completing a task in his occupation.

Assessment Procedures

DESCRIPTION

A multiple-choice item is used to assess the achievement of the objective.

DIRECTIONS

The learners will read the item and respond by circling the letters in front of the correct answers. Assistance with the vocabulary may be given by the instructor.

KEY

a, c, d

Name_____

Date_____

Lesson 1

ASSESSMENT ITEM

Circle the three important elements in the process when learning becomes knowing:

a. Practicing
b. Cleaning up
c. Planning
d. Preparing
e. Relating

IN-SCHOOL ACTIVITIES RELATE TO OUT-OF-SCHOOL ACTIVITIES

LESSON TWO

CONCEPTS

We have meaningful experiences in school and out of school.

The skills we learn in school can be used in experiences out of school.

Workers in occupations use many school-learned skills.

PERFORMANCE OBJECTIVE

The learner will identify examples of in-school and out-of-school experiences as well as identify an example of a worker transferring a school-learned experience to an experience out of school.

LESSON TIME

105 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Interview Form	Microphone
Sample Copy: *Interview Form*	
How Skills Learned in School Help Me With Things I Do Out of School	

RESOURCES REQUIRED (continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Sample copy: *How Skills Learned In School Help Me With Things I Do Out of School*	
Questioning Strategy (Appendix)	
Discussion Strategy (Appendix)	
Role-Playing Strategy	
Product Assessment Form	
Assessment item	

INSTRUCTOR PREPARATION TASKS

Read the following strategies that are included in the appendix:

1. *Discussion Strategy*
2. *Questioning Strategy*
3. *Role-Playing Strategy*

Refer to the completed sample copies of the worksheets.

Duplicate the following items for each learner:

1. *Interview Form*
2. *How Skills Learned in School Help Me With Things I do Out of School*

Duplicate a copy of the *Product Assessment Form* for the instructor's use.

Invite one learner to participate in role playing an interview situation with you as an instructor in front of the other learners. Practice this ahead of time.

Acquire a microphone (either real or makeshift) and set up for reporting on the second day.

INSTRUCTIONAL PROCEDURES

DAY ONE

INTRODUCTION

In the last lesson we identified the many steps involved in completing a task. Every day we use the three elements of planning, preparing, and practicing in our school activities and in our activities out of school.

This is a two-day activity. On the first day we will list examples of the meaningful activities in which we involve ourselves in school and out of school. When we look at our two lists, we will see that we have meaningful experiences both in school and out of school. As a continued assignment, you will interview an occupational worker to find out the skills this worker learned in school that are useful in his chosen occupation. You may interview a school worker, an adult in your home, or any other occupational worker of your choice to complete this task. Name some workers you would be interested in interviewing.

Possible responses:

1. My uncle is a pilot. I would like to interview him.
2. My mother is a homemaker. I would like to interview her.
3. My grandmother is a congresswoman. I would like to interview her.

This interview task will help you to understand that the skills you learn in school can be used in experiences out of school now and in your future occupation. On the second day you will report the results of this interview to the rest of the class.

TASKS

To begin our activity, I will write the heading "School Experiences" on the chalkboard. Under the heading you are to name as many examples of school experiences as you can think of.

Possible responses:

School Experiences

1. Science
2. Math
3. Language
4. Reading
5. Social Studies
6. Physical education
7. Spelling
8. Writing (basic and creative)
9. Listening for directions
10. Art
11. Music
12. Chorus
13. Band
14. Cheerleading
15. Student council
16. Tutoring younger children
17. Cafeteria working
18. Ball teams
19. Learning responsibilities
20. Following directions
21. Sharing
22. Taking turns
23. Getting along with one another

Next to this I will write the heading "Experiences Out of School." Under this heading you are to name the experiences outside of school in which you participate.

Possible responses:

Experiences Out of School

1. Make bed
2. Care for younger children
3. Take out garbage
4. Work in yard
5. Pick up after self
6. Wash and put away dishes
7. Cook food
8. Clean floors
9. Dust house
10. Iron clothes
11. Fold clothes
12. Feed and care for animals
13. Care for sick person
14. Play table games
15. Babysit
16. Music
17. Ride bicycle or motor bike
18. Read books for enjoyment
19. Put together models
20. Watch T.V.
21. Paint pictures
22. Sew clothes
23. Play Little League ball
24. Play sports games
25. Write stories
26. Teach others a skill
27. Assemble a scrapbook or photo book
28. Collect hobbies
29. Visit friends
30. Care for others
31. Go shopping

Now that we can see these two lists side by side, it will be easy to match a few skills learned in school that will help you in some of the activities in which you participate out of school.

For example, in which of the out-of-school activities would you use your reading skills? Your math skills? Your physical education skills? In what ways would you use these skills?

Possible responses:

Reading

1. Babysitting - to read to children
2. Playing games - to read directions
3. Cooking - to read and follow recipe directions
4. Music - to read directions
5. Putting together models - to read and follow directions
6. Sewing - to read and follow directions

Math

1. Cooking - to measure ingredients
2. Shopping - to exchange money correctly and to follow directions concerned with meeting time schedules
3. Sewing - to measure sewing materials
4. Collection hobbies - to count
5. Playing games - to keep score

Physical education

1. Playing table games - to keep score and practive good sportsmanship
2. Playing Little League - to practice, for sportsmanship, and to keep score
3. Playing sports games - to keep score, for practice, and for sportsmanship
4. Riding a bicycle or motor bike - for safety and for exercise

For your assignment today you will list all of the out-of-school activities in which you participate. Next to each listed out-of-school activity you will name all of the school-learned skills that can be used in that activity. You will also state how they are used.

Each of you will receive two worksheets. The first is entitled *How Skills Learned in School Help Me With Things I do Out of School* which is to be completed today for the assignment I just mentioned. The other worksheet is called *Interview Form*. This is to be completed by you as an outside assignment for our next session.

Pass materials to the learners and ask them to listen and follow along as you explain it. For your information, completed sample copies of the worksheets are included with the lesson.

As you look across the top of the paper, you will see three columns. The first column is activities outside of school in which I participate. Under this heading you will list experiences in which you participate outside of school.

Do this yourself using the examples we explained earlier on the chalkboard as references. These are your own personal experiences, so they may be different than the ones listed on the chalkboard. For example, you said one chore might be caring for younger members of your family. What could be a related school-learned skill?

Possible responses:

1. Reading
2. Responsibility

Good. Now, going across to the next column, describe how these skills will be used.

Possible responses:

1. Reading is used to read stories aloud to children to entertain them and keep them out of michief.
2. Responsibility is used when accepting the task of babysitting because it must be done and because it is a way of helping myself and others by giving time to adults to either earn a living or do other chores.

That's right. This entire section will be done in the same way.

One of the other experiences on our list included cooking. Name some related school activities that can be used in this activity.

Possible responses:

1. Reading
2. Following directions

That's right. Now describe how these skills can be used.

Possible responses:

1. Reading is used to read recipes.
2. When reading a recipe, you must follow the directions.

That's correct. Now you may continue by yourself to complete the worksheet.

Give encouragement and assistance when it is needed.

SUMMARY

In the lesson today you have had the opportunity to relate your school-learned skills to activities you are involved in outside of school. As a review, from the worksheet *How Skills Learned in School Help Me With Things I do Out of School* read one of your out-of-school activities that includes your related school-learned skills and a description of how these skills are used.

Possible response:

I write letters to my relatives. The skills I use to help me are language, writing, reading, and spelling. These skills help me to do a better job. The language skills help me to know and use the proper form. The other three skills help me accomplish exactly what they say - writing, reading, and spelling.

Provide all learners with the opportunity to share one response if they wish to do so.

To continue with this lesson, each of you will interview one adult worker in our community. It can be a school worker, an adult in your home, or any other worker of your choice. You will be using the *Interview Form* as a guide. You may either fill out the form yourself or ask the worker to fill it out.

Look at the *Interview Form* and follow along while I explain how it is used. On the *Interview Form* you record the worker's name and occupation. You will list the tasks in which this worker participates on his/her job. Next to these occupational tasks, you will ask the worker to also name the school-learned skills that help him/her to accomplish these tasks.

Sometimes we learn skills in school that we use each day but which are difficult to relate to specific tasks. For example, a worker uses social studies and science skills everyday. The worker must know directions, how to get from place to place, and weather conditions to plan adequately for the day's work. Some workers use social studies and science skills more than others, such as a weather forecaster or a surveyor. The last part of the *Interview Form* provides for personal comment to be made by the worker you are interviewing. This is optional on the part of the worker.

Sample Interview:

I have asked a class member to go through a sample interview with me. I will be the worker he/she is interviewing. You will want to listen carefully so you will know how to conduct an interview of your own.

> Learner: Hello, Mr. Jones. In our sixth grade class we are discussing what school-learned skills help a worker in his/her occupation. To help us find some answers we are each interviewing a worker.
>
> I would like to interview you about your occupation as a teacher. May I take about ten minutes of your time to ask you a few questions?
>
> Mr. Jones: Yes. I will be happy to help you.
>
> Learner: Thank you. I will be using an interview form to help me with the questions. The first two questions ask for your name and your occupational title. Will you write them in the first two places? Here is a pencil.
>
> Mr. Jones: Yes, I will.

Write the name and title on the form and say aloud:

> My name is Jeffrey L. Jones, and my occupational title is a teacher.

Learner: In the next part you are to write the tasks you perform on the job. Beside these tasks you are to write some skills you learned in school that help you perform these tasks.

Mr Jones: OK.

Write the tasks and related skills as you say them aloud.

One task I perform is to write daily plans. The skills I learned in school that help me with this are responsibility skills, organizational skills, budgeting time skills, language skills, and writing skills.

Another task I perform is to teach subjects such as reading, math, science, social studies, spelling, language, and physical education. To teach these subjects well I had to gain knowledge and learn skills in each of these subject areas. I learned many of these skills in elementary school, junior high, and high school as well as in college.

Another task I perform is to evaluate the work of each student, and to discuss this evaluation with the parents of the student. To do this well I learned to get along with others in school.

I also learned some skills in speaking and organizing my thoughts. I think that takes care of the tasks I perform.

Learner: Thank you. The next part asks for other skills learned in school that help you with your job. Do you want to add any others here?

Mr. Jones: Yes. I would like to add listening, following directions, map skills, and showing respect for the rights of others.

Write these in the spaces provided.

Learner: Thank you, Mr. Jones. Would you like to make any comments at the bottom of the form concerning your occupation or this interview?

Mr. Jones: Yes, just a short comment. I would like it to be known that I enjoy my work and that I enjoy learning. Like students, I am learning new skills every day.

You may use some of the ideas in this sample interview to help you when you interview a worker of your choice. We will share the results of this interview when we meet again.

DAY TWO

INTRODUCTION

The last time we met we discussed ways that school-learned skills are used in our activities out of school. Each of you was to interview a worker using *The Interview Form* and bring the form back today to report to the class. The purpose of this activity was to see how school-learned skills help a worker in his/her occupational tasks. Listen for the occupations in which you are especially interested so you may become aware of the school-learned skills that will help you if you decide to make your occupation the same.

You will be using a microphone to report the results of the interview. You may report individually or pair off in a dramatizing situation with another learner. Those of you who wish to dramatize your presentations are to let me know so time can be provided for you to practice.

This may extend into a third day for the dramatizing siutations.

TASKS

Before we begin our reports, let's decide on some guidelines for an interesting report.

The following ideas are only possible examples. Your list will be based on your own experiences with the learners.

Based on past experiences you have had with reports, what would you recommend a person do to make this report more interesting?

Possible responses:

1. Stand or sit in a position where everyone can see him/her.
2. Speak clearly and slowly.
3. Look at the audience as much as possible.
4. Use expression or voice inflection.
5. Allow time for questions and comments.

Now that you have some guidelines, decide on how you will present your report, individually or with a partner.

Allow two or three minutes for the learners to decide on their method of presentation. The learners are then ready to sign up on the chalkboard for the order of their presentations.

You will now be provided with ten minutes of practice before our reports begin.

After the ten minutes of practive, the presentations are made with time allowed for questions and comments from the learners and the instructor. Comment positively on the various styles of presentations.

SUMMARY

For the past lesson, which encompassed a two-day activity, we have been concerned with the school-learned skills that are used in our activities out of school or in an occupation.

Review with the learners some of the actual examples illustrated in the reports from the interview forms.

Of the many occupations reported on today, which occupations interested you the most?

Responses of the learners will vary.

In the next lesson we will talk about how we acquire knowledge in other ways besides in the classroom.

SUPPLEMENTAL ACTIVITIES

The learner will cut pictures from magazines showing occupations, and write statements about how some of the skills needed to perform that job were learned in school.

ASSESSMENT PROCEDURES

DESCRIPTION

A multiple-choice item and a *Product Assessment Form* are used to assess the achievement of the objective.

The worksheet entitled *How Skills Learned in School Help Me With Things I Do Out of School* in the lesson will be used to assess the achievement of the objective. A *Product Assessment Form* is provided to record the learner's response.

The multiple-choice item is used to assess the learner's knowledge of occupations that require school learned skills.

DIRECTIONS

The instructor will use the *Product Assessment Form* provided to assess the worksheet entitled *How Skills Learned in School Help Me With Things I Do Out of School* completed by the learner.

Indicate in each column by using a check mark if the worksheet has been completed satisfactorily by the learner.

The learners will read the item and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

Product Assessment Form - Instructor Satisfaction

Multiple-choice item - c

ASSESSMENT ITEM

NAME _____

DATE _____

Lesson 2

Of the following skills learned in school which one would be LEAST important when performing the tasks of a carpenter?

a. Math

b. Measuring

c. Handwriting

d. Map reading

PRODUCT ASSESSMENT FORM

Learner Name	Out of School Activities	Related School-Learned Skills	How This Skill is Used	Check for Accuracy
Example	Monopoly	Math	Buying, selling property	✓

Name _____

Date _____

Lesson 2

INTERVIEW FORM

1. Worker's Name: _____

2. Worker's Occupational Title: _____

3. Worker Tasks: | Related School Skills Which Help to Complete the Worker Tasks:

a.	a.
b.	b.
c.	c.
d.	d.
e.	e.
f.	f.

4. Other skills learned in school that help on the job.

   a.

   b.

   c.

   d.

   e.

   f.

5. Comments: _____

_____

_____

_____

INTERVIEW FORM

SAMPLE COPY

1. Worker's name: Jeffrey L. Jones

2. Worker's occupational title: Teacher

3. Worker Tasks:	Related School Skills Which Help to Complete the Worker Tasks:
a. Write daily plan	a. Responsibility skills, organizational skills, budgeting time skills, language skills, and writing skills.
b. Teach reading and math	b. Skills related to these subjects.
c. Teach science and social studies	c. Skills related to these subjects.
d. Evaluate student's work	d. Skills dealing with getting along with others.
e. Talk with parents	e. Speaking skills and organizational skills.
f.	f.

4. Other skills learned in school that help on the job.

   a. Listening

   b. Following directions

   c. Map skills

   d. Showing respect for the rights of others

   e.

   f.

5. Comments: I enjoy my work, and I enjoy learning.
   Like my students, I am learning new skills every day.

Name _____

Date _____

Lesson 2

HOW SKILLS LEARNED IN SCHOOL HELP ME WITH THINGS I DO OUT OF SCHOOL

Activities outside of school in which I participate	Related school-learned skills used in these activities	A description of how the school-learned skills are used in these activities

HOW SKILLS LEARNED IN SCHOOL HELP ME WITH THINGS I DO OUTSIDE OF SCHOOL

SAMPLE COPY

	Activities outside of school in which I participate	Related school-learned skills used in these activities	A description of how the school-learned skills are used in these activities
1.	Make a bed	Learning responsibility	Work importance
2.	Care for younger children	Reading skills	Entertain children
3.	Take out garbage	Health	Sanitation importance
4.	Work in yard	Physical education	Physical exercise, fresh air, and sunshine
5.	Feed and care for animals	Science	Knowledge of animals and their needs
6.	Ride bicycle or motor bike	Safety	Highway safety and exercise
7.	Play table games	Math and sportsmanship	Scoring and getting along with others
8.	Read books for enjoyment	Reading skills	Reading without difficulty

KNOWLEDGE OUTSIDE THE CLASSROOM

LESSON THREE

CONCEPT

Some knowledge acquired outside the classroom can be used in another setting in the future.

PERFORMANCE OBJECTIVE

The learner will name a skill acquired outside of school and explain how that skill can be used in another setting in the future.

LESSON TIME

90 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Learning Examples	3-ply (72) jute
Sample copy: *Learning Examples*	Six-inch wooden dowel or broomstick
Belt Weaving Instructions	
Belt Weaving Illustration	
Demonstration Strategy (Appendix)	

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Discussion Strategy (Appendix)	
Questioning Strategy (Appendix)	
Assessment item: *Product Assessment Form*	

INSTRUCTOR PREPARATION TASKS

Duplicate the following items for each learner:

1. *Learning Examples*
2. *Belt Weaving Instructions*
3. *Belt Weaving Illustration*

Refer to the completed sample copies of the worksheets.

Duplicate a copy of the *Product Assessment Form* for instructor's use.

Read *Belt Weaving Instructions* and weave a belt before this lesson begins.

Acquire eight yards of 3-ply jute for each learner. Divide and cut the eight yards into six lengths of 48 inches each.

Acquire a six-inch wooden dowel for each learner. (A broomstick may be substituted.)

Plan and record the names of the five members in each discussion group prior to this lesson. All learners will be involved.

Read the following strategies that are included in the appendix.

1. *Demonstration Strategy*
2. *Discussion Strategy*
3. *Questioning Strategy*

INSTRUCTIONAL PROCEDURES

INTRODUCTION

We have talked about learning and knowing and how we acquire knowledge through our learning experiences in school. There are ways to acquire knowledge other than in the classroom. Sometimes we learn from an adult at home, on the job, through activities in a club, or through activities in a church organization.

Today you will describe ways in which you learn other than in the classroom. You will each complete a worksheet that will direct you in this activity. You will then complete a project that is an activity not usually learned in school. Upon completing this project we will discuss the skills learned in this project that can be helpful to you in your life.

While the worksheet *Learning Examples* is being passed to each of you, name some personal examples of learning that have taken place somewhere other than in the classroom.

Possible responses:

1. I learned to pick fruit, pack it in boxes, and sell it to customers in front of our house. I learned these skills from my parents.
2. I learned to iron clothes for extra money. I charged by the hour. I learned this skill from my neighbor, who needed to depend on me to do her ironing just the way she liked it.

Allow time for three or four examples to be expressed by different learners.

From the learning examples you mentioned, how can these skills be used in another setting in your future?

Possible responses:

1. I will use the skills of selling and of making money change in math at school. I will also use these skills in stores to check on correct money change I receive when I buy something.
2. I will be using ironing skills in my daily life.

Those were good examples of different ways to use the skills you have acquired.

TASKS

With the worksheet *Learning Examples* that has been passed to you, you will describe in Part 1 some skills you have learned someplace other than in the classroom. You may describe as many as four examples.

In Part 2 you will describe how each of the above skills can be used in another setting in the future.

You have ten minutes to complete the worksheet, after which you will be directed to assemble in groups of five. In these groups each person will share the skills identified on the worksheet in Parts A and B with the other four members of the group.

For your information completed sample copies of the worksheets are included within the lesson.

Direct the learner to begin the worksheet. After ten minutes bring the individual work time to a close.

Have the grouping worked out ahead of the class period. Quickly assemble the learners into groups of five members each and ask them to listen.

The purpose of assembling into small groups is to listen and learn from others' experiences. Each of you in the group will be listening to experiences that probably interest you very much. You will want to ask additional questions that are not completely answered in the worksheet presentation. Each of you should make an effort to make at least one comment, or ask one question about the presentation. Keep your comments and questions on such a caliber that all will learn from this experience.

Choose a chairperson for your group, as well as a timekeeper right now.

Allow two or three minutes for this to be accomplished.

All chairpersons raise your hands. Thank you. What responsibility can the chairperson take?

Write responses of the learners on the chalkboard.

Possible response:

To start the questioning or to invite the other members to participate.

That's correct. Can you think of other responsibilities he/she might have?

Possible response:

Yes. He/she can encourage the other participants to speak up so the other members can hear the report.

Yes. Now what do you feel the timekeeper can do to help the group?

Possible response:

He/she can limit the questions or comments to three minutes.

In your groups share the skills written in Parts A and B. Allow yourself some time after each presentation for discussion or questions, but limit it to three minutes. Your timekeeper will control the time. When you finish your discussion, return to your own place. The discussion group should not take longer than 20 minutes.

Today, as an example of an activity usually learned outside the classroom, we will weave a belt. Each of you will make a belt.[1] You will each receive eight yards of jute *(raffia or leather thong may be substituted)*. The eight yards will be divided into six lengths of 48 inches each. You will tie the six strands of jute into slip-knots on a six-inch dowel or broomstick. Leave enough jute on the end to tie to a desk leg, or other object substantial enough to hold the belt while you are weaving.

Start your weaving with the first strand on the left side. Gently pull it across the other strands, under the second strand, over the third, under the fourth, over the fifth, and under the sixth. For the second row start with the second strant and follow the same procedure. Do the same for all six strands.

Refer to the enclosed "Belt Weaving Illustration."

When the weaving has been completed, tie off the two ends leaving the end strands hanging loose about three or four inches. Fit the belt around your waist and tie it in a loose knot.

---

[1]Betty Lois Eckgren and Vivian Fishel. 500 Ideas for the Grade Teacher. New York, N.Y.: Harper and Row Publishers, 1952, p. 292.

Provide each learner with an individual copy of "Belt Weaving Instructions," "Belt Weaving Illustration," and adequate jute that has been precut for weaving the belt. Provide help when it is needed. Demonstrations for small groups would also be helpful.

SUMMARY:

The weaving activity was an example of a skill you acquire someplace other than in the classroom. To review this idea, what skills have you learned in a setting other than in the classroom?

Possible responses:

1. I learned to cook at home by watching my parents and experimenting myself.
2. From my dad I learned to run the lawn mower, to wear shoes when mowing, and as a safety precaution, to turn the open end of the mower away from the house while it is running.

Those were good responses.

During the weaving activity you learned some skills that can also be used in other activities. Can you think of ways in which you benefited by participating in this activity?

Possible responses:

1. I learned weaving skills that can be used in other activities such as working with rugs, baskets, purses and jewelry.
2. I developed an interest while doing this activity that I did not have before.
3. I felt good when it turned out so well.

In our next lesson we will discuss tasks each of you personally do well and relate this task to your interests and abilities. For example, the reason _____ *(use a learner in your class)* does so well in sports is because he/she is interested, and he/she has a natural ability when it comes to strength and speed. Continued discussion of this will take place in our next lesson.

Assessment Procedures

DESCRIPTION

The worksheet entitled *Learning Examples* in the lesson will be used to assess the achievement of the objective. A *Product Assessment Form* is provided to record the learner's response.

DIRECTIONS

The instructor will use the *Product Assessment Form* provided to assess the worksheet entitled *Learning Examples* completed by the learner. Indicate in each column by using a check mark if the worksheet has been completed satisfactorily by the learner.

KEY

Instructor's satisfaction.

PRODUCT ASSESSMENT FORM

Learner Name	Skills Acquired Outside Classroom	Use of These Skills in Another Setting	Check Here for Relevancy
Example	In Scouts I learned to garden	Can help at home	✓

Name_____

Date_____

Lesson 3

LEARNING EXAMPLES

1. Describe some skills you have learned outside the classroom.

   A._____

   _____

   B._____

   _____

   C._____

   _____

   D._____

   _____

2. Describe how each of the above skills can be used in another setting in the future.

   A._____

   _____

   B._____

   _____

   C._____

   _____

   D._____

   _____

LEARNING EXAMPLES

SAMPLE COPY

1. Describe some skills you have learned someplace other than in the classroom.

   A. I learned to pick fruit, pack it in boxes, and sell it to customers.

   B. I learned to iron clothes for money, and I charged by the hour.

   C. I learned to crochet by participating in a YMCA class.

   D. I learned to change the oil in our family car.

2. Describe how each of the above skills can be used in another setting in the future.

   A. I use these skills in math at school. I also use these skills in stores when I go shopping.

   B. I will use ironing skills in my future. I learned the value of budgeting my money.

   C. I crochet as a hobby now.

   D. I will use this skill when I become a mechanic.

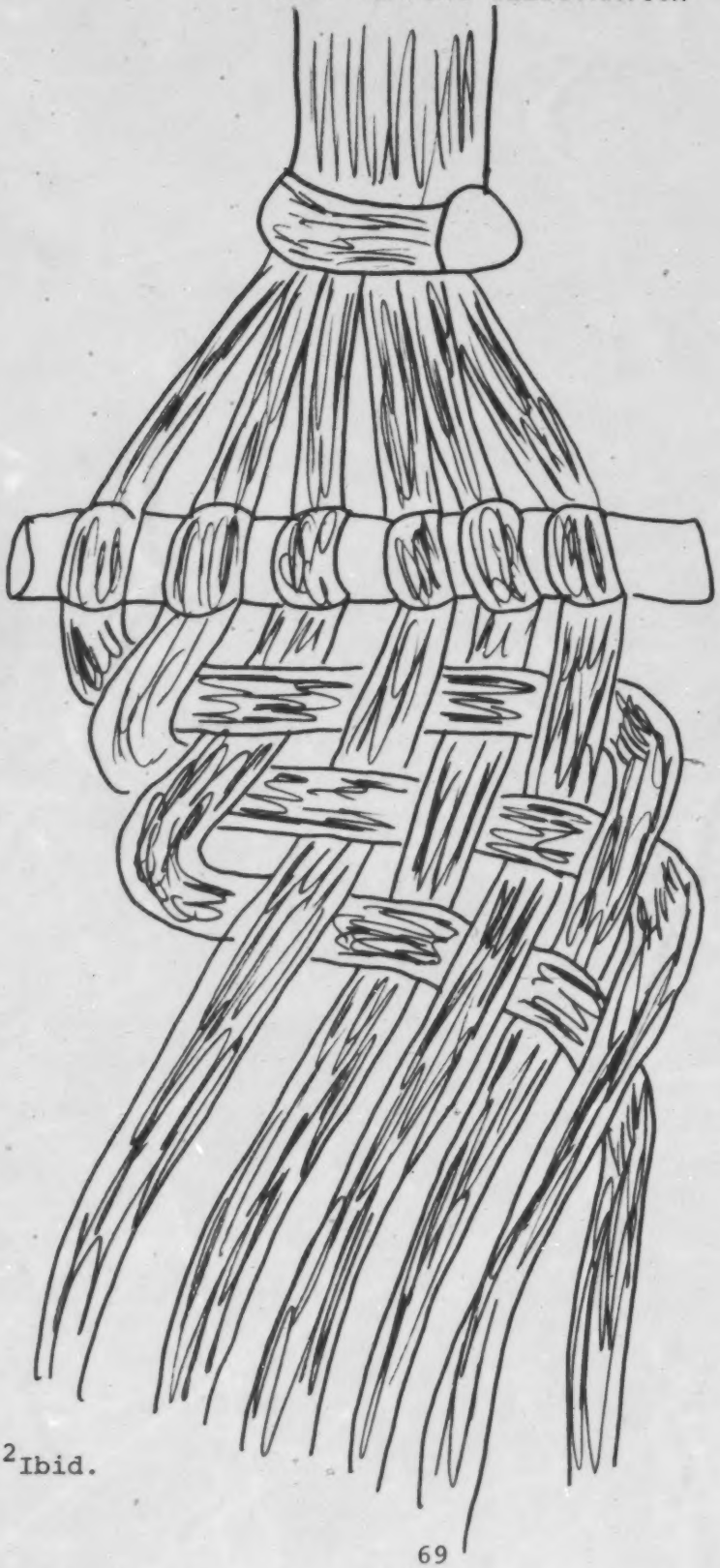
BELT WEAVING INSTRUCTIONS

Each learner will receive eight yards of 3-ply jute The eight yards of jute will have been divided into six lengths, each 48 inches long. Tie the six strands of jute into slip knots on a six-inch dowel or broomstick. Leave enough on the end to tie to a desk leg, or other object substantial enough to hold the belt while you are weaving.

Start your weaving with the first strand on the left side. Gently pull it across the other strands; under the second strand, over the third, under the fourth, over the fifth, and under the sixth. For the next row, start with the second strand on the left side and follow the same procedure. Repeat this procedure with all six strands. (See the enclosed *Belt Weaving Illustration.)*

When the weaving has been completed, tie off the two ends, leaving the end strands hanging loose about three or four inches. Fit the belt around your waist and tie it in a loose knot.

BELT WEAVING ILLUSTRATION[2]



[2]Ibid.

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THIS IS MY LIFE

LESSON FOUR

CONCEPT

Tasks done well are related to interest and ability.

PERFORMANCE OBJECTIVE

Given a sample biography, the learner will write an autobiography which will include information about his character, personality, interests, humor, and certain tasks he performs well as related to his abilities and interests.

LESSON TIME

60 minutes

NEW VOCABULARY

Biography - written history of a person's life

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Story: *Henry Wayne Stephenson* *Creative Writing Strategy* (Appendix) Assessment item: *Product Assessment Form*	Lined theme paper Bulletin board Typewriter (optional)

Instructor Preparation Tasks

Read *Creative Writing Strategy* in the appendix.

Duplicate one copy of the *Product Assessment Form* for the instructor's use.

Duplicate a copy of the biography *Henry Wayne Stephenson* for each learner.

Prepare bulletin board space for the biographies display.

Instructional Procedures

INTRODUCTION

Up to now we have discussed how we learn and where we learn. In this lesson we will discuss the learning tasks you do well and relate these tasks to your interests and abilities.

At the close of our last lesson we talked about why _____*(a learner in your class)* does well in sports.

What interests and abilities does _____*(use learner's name)* have that make him/her a good sportsman?

Possible responses:

1. He/she is fast and strong.
2. He/she practices often.

That's correct. Today you each will be writing a *biography*, which is a written history of a person's life. What biographies have some of you read?

Possible responses:

1. I have read about the lives of Abraham Lincoln and George Washington.
2. I have read the life story of Babe Ruth.
3. I read the life story of my great grandfather, who was killed by a bear.

Those were good examples. A biography may be written by a person himself or by someone else, either while the person is living or after his death.

In this biography you will be identifying the things you do well and your interests and abilities.

TASKS

I will read an example of a biography. We will then discuss the different parts that are included that should also be included in your biography. We will then talk about possible occupations this person may pursue in his future.

Read aloud the story, Henry Wayne Stephenson. Distribute the story to the learners for reference while writing their own biography.

Henry names some of his skills, interests, and abilities. He also tells about having difficulty with math.

On the chalkboard I will write some examples of Henry's skills, interests, and abilities as well as his character and personality as you remember them from the story. Name some of the skills, interests, and abilities.

Desired responses:

1. Tells funny stories
2. Makes people laugh
3. Runs fast
4. Likes to run
5. Is tall and strong
6. Does well in basketball; likes basketball
7. Reads often; reads about people and all kinds of things; reads about basketball heroes

Good. Now name some descriptions in the story that tell us about his character and personality.

Desired responses:

1. Happy
2. Likes people
3. People like him
4. Gets along with mother
5. Teases

Henry's biography also included interest and humor. Can you remember the humor of the story?

Desired response:

His comment "Some folks say I'm a good Joe. But my name is Henry."

Also his quotation from his mother showed some humor.

What types of occupations do you think Henry would enjoy?

Possible responses:

1. Professional basketball or track
2. Show business
3. Manager of people
4. Writer

Refer to recommended procedures in the "Creative Writing Strategy" included in the appendix.

When you write your biography, include examples that describe tasks you do well. Also include your interests, and abilities because you usually do a task well when you are interested in it. Give some descriptions representing your character and personality. Try to incorporate interest and humor.

Write these ingredients on the chalkboard for reference.

You will have 30 minutes to complete your biography. When your biographies are complete, those of you who would like to read them to the class may do so. I will collect and read all biographies, and I will display them on a bulletin board for others in the class to enjoy. If you do not wish to display your name on the front, you may write it on the back of your paper.

After you finish your biography today, you may wish to type them and make book covers for them. See me if you wish to do this so I may make arrangements for you to use a typewriter in the next few days.

Pass lined theme paper to each learner and give assistance if needed. When the stories are complete, display them on the bulletin board.

SUMMARY

Today each of you has become more aware of the tasks you do well and how these tasks relate to your interests and abilities. Your biographies indicate this. When you read another learner's biography from the bulletin board display, you can suggest to him some occupations that you think would interest him in the future because of his skills, interests, and abilities.

As an example of this activity, ask the permission of a learner to use his biography. Read this sample biography aloud and ask the class members to suggest occupations that may be of interest to this learner as indicated by his skills, interests, abilities, and personality.

In our next lesson we will begin our discussion regarding the budgeting of your time to provide more time for activities or interests.

ASSESSMENT PROCEDURES

DESCRIPTION

The biography completed by the learner during the lesson will be used to assess the achievement of the objective. A *Product Assessment Form* is provided to record the learner's responses.

DIRECTIONS

The instructor will use the *Product Assessment Form* provided to assess the biography that the learner completed in the lesson. Indicate in each column by using a check mark if the biography completed by the learner included:

1. Reference to a task done well
2. Association of this task to interest or abilities
3. Indications of character and personality
4. Included interest and humor

KEY

Instructor's satisfaction

PRODUCT ASSESSMENT FORM

Learner's Name	Tasks Identified As Done Well	Related to		Other Interests or Abilities	Character and Personality	Story Included Interest & Humor
		Int.	Abil.			
Example	X	X	X	X	X	X

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HENRY WAYNE STEPHENSON

Some people say I'm a good Joe. But my name is Henry, Henry Wayne Stephenson, Jr. I was named after my dad.

I am twelve years old. I live with my mother, two sisters, and a little brother. I'm the second to the oldest in my family.

To start with, I have a pretty good life both at home and at school. My older sister doesn't always think her life is good when I tease her. She's always so serious. Can you imagine? She even cries once in awhile, so I have to try to make her laugh for her own good.

Mom gives me a lot of chores to do at home. Sometimes after school, before mom can remind me of things to do, I hurry and take old "Chugger," my bulldog, out in the fields, and we run and run. When we run, I am always the winner. It's always worth it, even when mom gets after me, and I'm still doing my chores late at night.

I like to run. I am tall and strong for my age. My favorite sports are basketball and running. I'm a good basketball player, and I can run faster than any other sixth grade boy I know.

In school I don't do math too well, but there's one thing I really like to do and that's read. I read about all kinds of things. But I especially like to read about famous people. I just finished reading about George Mikan, who was one of the greatest basketball players of all time.

I like people, and people seem to like me. At school I make the kids laugh a lot. I can really tell some funny stories. My mom tells me, "Henry, if you don't grow up to be a commedian on television, you will have missed your calling."

I don't know what my calling is, but until I have to decide on one or two callings in the future, I'm going to have fun while I'm reading, running, playing basketball, and telling funny stories.

BUDGETING SCHOOL TIME

LESSON FIVE

CONCEPT

School time and tasks can be budgeted providing more time for areas of interest.

PERFORMANCE OBJECTIVE

Given a recommended weekly time allotment for basic school tasks, the learner will draw up an individualized plan to budget his time for a week that will include basic school tasks, additional school tasks, lunch time, and free time.

LESSON TIME

100 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
School Time Allotments	Manila folders
Sample copy: *School Time Allotments*	
Choice Tasks for Spare Time	

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Sample copy: *Choice Tasks for Spare Time*	
Time Schedule for the Self-Directed Learner (Alternate method)	
Sample copy: *Time Schedule for the Self-Directed Learner* (Alternate method)	
Questioning Strategy (Appendix)	
Discussion Strategy (Appendix)	
Assessment item: *Product Assessment Form*	

INSTRUCTOR PREPARATION TASKS

Duplicate a copy of the *Product Assessment Form* for instructor's use.

Duplicate the following items for each learner:

1. *School Time Allotments*
2. *Choice Tasks for Spare Time*

Refer to the completed sample copies of the worksheets.

Acquire one manila folder for each learner.

Read the following strategies in the appendix:

1. *Discussion Strategy*
2. *Questioning Strategy*

Read the alternate method for the self-directed learner and duplicate the number of time schedules needed if desired.

Refer to the sample copy of the time schedule for self-directed learner.

INSTRUCTIONAL PROCEDURES

DAY ONE

INTRODUCTION

For the next few lessons we will be dealing with the budgeting of time. First we will work with the budgeting of your school time. Second we will work with the budgeting of your time as it concerns your out-of-school tasks. Third we will consider workers on the job and how they would benefit from budgeting their time.

The budgeting of your time contribues to your learning. Earlier we discussed how you learn and where you learn. When you work on a task, you may budget your time while planning, preparing, and practicing. The budgeting of your time in completing a task will allow you more time to do tasks of special interest to you during your choice time.

During this lesson we will identify tasks you will complete in school. We will discuss possible areas that can be budgeted. Then we will actually budget the time you have decided on and see what benefits result.

Our school time is divided into several different categories. We have our time for basic school tasks, time for additional school tasks, lunch time, and choice time.

Write these four areas on the chalkboard.

Name the basic school tasks in which you participate.

Possible responses:

1. Math
2. Reading
3. Social studies
4. Language
5. Spelling
6. Physical education
7. Science
8. Music
9. Art
10. Writing

That is correct.

Name some other school tasks in which you participate that are not considered basic school tasks.

Possible responses:

1. Student council
2. Tutoring younger children
3. Chorus
4. Band
5. Sports
6. Assistant librarian

That is correct.

Lunch time is the same every day. It may be considered in the budgeting of your time if you have any choice time left after eating.

The last category, called choice time, may be altered by the budgeting of time to your additional school tasks. The time left will be your choice time. While budgeting your own personal time and tasks, you will assign tasks of interest to this time left.

TASKS

Now each of you will be given two worksheets, entitled *Choice Tasks for Spare Time* and *School Time Allotments*.

Pass a manila folder containing a copy of the worksheets to each learner. For your information, completed sample copies of the worksheets are included within the lesson.

On the worksheet entitled *Choice Tasks for Spare Time* you will write down the tasks or interests in which you would like to spend time while at school if you had time left.

The worksheet is divided into three parts only as a guide. It is not required that you use all three parts. You will read the titles and fill in this worksheet and the other worksheet entitled *School Time Allotments* with all parts except the time allotments.

Show which part to leave blank.

Starting tomorrow you will keep a record of the projected time and the actual time spent on each school task for one school week on both worksheets. Fill in the time allotments for only one day at a time until you have completed every day of the week.

You will be keeping a separate record of the times spent on the choice tasks on the worksheet entitled *Choice Tasks for Spare Time.* This will also be kept for one week. At the end of the week we will discuss the benefits you received from budgeting your time. Toward the end of the week you will be spending more time on your choice tasks than you did at the beginning of the week because of your budgeting practice.

Allow time for all learners to fill in the parts on the left-hand side of each worksheet. Provide assistance where it is needed.

I will check each of your worksheets now to make sure you understand the assignment.

Use one copy of the "Product Assessment Form" for the evaluation.

Save your folders, and at the beginning of each subsequent day you will fill in the projected times before starting a task. At the completion of that task, you will write in the actual time spent on it. You will be using both worksheets everyday.

ALTERNATE METHOD

This alternative method is an individualized approach designed for the self-directed learner. See the "Time Schedule for the Self-Directed Learner" included with this lesson along with the sample copy of the card.

Give the learners an individually prescribed guide that shows the assignment of a minimum weekly time or lesson requirement for each basic school task.

Provide each learner with two "Time Schedules for the Self-Directed Learner" duplicated at the beginning of each week. This time schedule shows the blocks of time during their school day across the top. Listed down the left-hand side are the days of the week. Going across the card from left to right are spaces provided for the learner to budget his own time and tasks by writing in the tasks to be accomplished during that block of time during the week. The learner is to make sure he meets the minimum weekly requirement, whether it be minimum hours spent or minimum lessons accomplished. (The latter is preferred by the author.)

Not all subject areas can be programmed or self-taught. Those subjects, which must be instructor directed, can be written in as shown on the sample that lists social studies, science, music, and physical education. The second schedule given to the learner is to be filled out for the instructor's record.

The first schedule should be in the possession and view of the learner at his permanent station at all times during the day.

SUMMARY

At the close of today's lesson each of you is prepared to begin the budgeting of your time that will take place over the next five days. This budget practice is one way to provide time for your additional interests.

DAY TWO, THREE, FOUR, FIVE, AND SIX

INTRODUCTION

This activity will take place during the beginning of each day.

Each of you will now use the worksheet *School Time Allotments* to record the projected times under the capital P for today for each of the following: basic school tasks, additional school tasks, lunch time, and choice time.

You will also record the projected times on the other worksheet entitled *Choice Tasks for Spare Time.*

Keep this record containing the two worksheets with you all day. After you complete a task fill in the actual time it took you to complete the task. If you have extra time, you may either do a choice task or you may go to the next basic task.

TASKS

Each learner will keep his individual record during the course of each day during the week. The instructor should spot check each learner's worksheet product each day.

SUMMARY

Now that you have kept close track of the time you have spend on each school task, you have noticed some things that have happened. What personal benefits did you realize from the budgeting of your time?

Possible responses:

1. I finished my work faster than usual.
2. I completed more tasks.
3. I had time to do choice tasks that I did not have time to do before.
4. I feel better about school because I have a choice in what I do some of the time.

What were some of the choice tasks you were able to participate in?

Possible responses:

1. I was able to do a science experiment.
2. I finished reading one of my favorite books.
3. I made a bulletin board and finished a research paper on Switzerland.

Try to draw one response from each learner.

In our next lesson we will budget our time for our tasks out of school.

ASSESSMENT PROCEDURES

DESCRIPTION

The worksheet used during the lesson will be used to assess the achievement of the objective. A *Product Assessment Form* is provided to record the learner's response.

DIRECTIONS

The instructor will use the *Product Assessment Form* to assess the worksheet, completed by the learner. Indicate in each column by using a check mark if the work has been completed satisfactorily by the learner.

KEY

Instructor's satisfaction

PRODUCT ASSESSMENT FORM

Learner Name	TIME ALLOTMENTS (for one week)				Total for Week	Check if Allotments are Realistic
	Basic School Tasks	Addit'l School Tasks	Lunch Time	Free Time		
Example	20 hrs.	10 hrs.	5 hrs.	4½ hrs.	39½hrs.	✓

Name_____

Date_____

Lesson 5

SCHOOL TIME ALLOTMENTS

Record the projected time in minutes you think it will take to complete each task in the square showing the day of the week under the capital P.

Record the actual time it took to complete each task in the square showing the day of week under the capital A.

	M		T		W		Th		F	
Basic School Tasks:	P	A	P	A	P	A	P	A	P	A
_____										
_____										
_____										
_____										
Additional School Tasks:										
_____										
_____										
_____										
_____										
Lunch Time										
Free Time										
Total minutes										
Total hours										

Name_____

Date_____

Lesson 5

SCHOOL TIME ALLOTMENTS

SAMPLE COPY

Record the projected time in minutes you think it will take to complete each task in the square showing the day of week under the capital P.

Record the actual time it took to complete each task in the square showing the day of week under the capital A.

	M		T		W		Th		F	
Basic School Tasks:	P	A	P	A	P	A	P	A	P	A
Math	60	50	60	45	60	55	60	60	60	45
Reading	60	45	60	40	60	50	60	45	60	45
Language	30	25	30	20	30	30	30	30	30	45
Physical Education	30	30	30	30	30	30	30	30	30	30
Additional School Tasks:										
Student Council					60	60				
Chorus			45	45						
Tutor for younger children	30	30	30	30	30	30	30	30	30	30
Assistant librarian	30	30			30	30			30	30
Lunch Time	45	45	45	45	45	45	45	45	45	45
Free Time	15	45	15	60	15	30	15	30	15	30
Total minutes	300	300	315	315	360	360	270	270	300	300
Total hours	5	5	5¼	5¼	6	6	4½	4½	5	5

Name _____

Date _____

Lesson 5

CHOICE TASKS FOR SPARE TIME

Put the number of minutes in the square showing the day of the week you found time to participate in this activity.

The square under the capital P is the projected time. The square under the capital A is the actual time.

At the far right, total your projected times and the actual times spend for each task or interest.

Basic School Tasks Needing Extra Work

1. _____

2. _____

_____

_____

Special Projects of Interest

1. _____

_____

_____

_____

Other Interests

1. _____

_____

_____

_____

	M		T		W		Th		F		Totals	
	P	A	P	A	P	A	P	A	P	A	P	A

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Name _____

Date _____

Lesson 5

CHOICE TASKS FOR SPARE TIME

SAMPLE COPY

Put the number of minutes in the square showing the day of the week you found time to participate in this activity.

The square under the capital P is the projected time. The square under the capital A is the actual time.

At the far right, total your projected times and the actual times spend for each task or interest.

	M		T		W		Th		F		Totals	
	P	A	P	A	P	A	P	A	P	A	P	A
Basic School Tasks Needing Extra Work												
1. Social Studies Report	10	30	10	30	0	0	0	0	0	0	20	60
2. Fractions	0	15	0	15	10	15	0	0	0	0	10	45
Special Projects of Interest												
1. Write an end-of-the year play	0	0	0	0	0	0	15	30	0	30	15	60
Other Interests												
1. Plan a science experiment	0	0	0	15	0	15	0	0	15	0	15	30

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TIME SCHEDULE FOR THE SELF-DIRECTED LEARNER

Name_____ Date_____

Subjects: Math (5 hrs.per week), Reading (5), Language (2), Spelling (1½), Writing (1¼), Social Studies (3), Science (2), Music (2), Physical Education (2½), Choice ___

Periods	1	2	3	4	5		6	7	8	9	10
Days	8:30-9:30	9:30-10:00	10:00-11:00	11:00-11:30	11:30-12:00	LUNCH	12:30-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
Mon.											
Tues.											
Wed.											
Thur.											
Fri.											

080

TIME SCHEDULE FOR THE SELF-DIRECTED LEARNER

SAMPLE COPY

Name_____ Date_____

Subjects: Math (5 hrs.per week), Reading (5), Language (2), Spelling (1½), Writing (1¼), Social Studies (3), Science (2), Music (2), Physical Education (2½), Choice ___

Periods	1	2	3	4	5		6	7	8	9	10
Days	8:30-9:30	9:30-10:00	10:00-11:00	11:00-11:30	11:30-12:00		12:30-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30
Mon.							Social Studies	P.E.	Music		
							-0-	-0-	-0-		
							-0-	-0-	-0-		
Tues.							Science	P.E.			
							-0-	-0-			
							-0-	-0-			
Wed.							Social Studies	P.E.	Music		
							-0-	-0-	-0-		
							-0-	-0-	-0-		
Thur.							Science	P.E.			
							-0-	-0-			
							-0-	-0-			
Fri.							Social Studies	P.E.			
							-0-	-0-			
							-0-	-0-			

LUNCH

BUDGETING TIME OUT OF SCHOOL

LESSON SIX

CONCEPT

Time and tasks out of school can be budgeted to provide more time for areas of interest.

PERFORMANCE OBJECTIVE

The learner will draw up an individualized plan to budget time for his own out-of-school tasks for a week that will include chores, personal care, travel time, eating, hobbies, and choice time for interests.

LESSON TIME

180 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Time and Tasks Out of School	Manila folders
Sample copy: *Time and Tasks Out of School*	
Interests Out of School	
Sample copy: *Interests Out of School*	

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Discussion Strategy (Appendix)	
Questioning Strategy (Appendix)	
Assessment item: *Product Assessment Form*	

INSTRUCTOR PREPARATION TASKS

Duplicate a copy of the *Product Assessment Form* for the instructor's use.

Duplicate two copies of the following items for each learner: (plus extras in case of loss)

1. *Time and Tasks Out of School*
2. *Interests Out-of-School*

Refer to the completed sample copies of the worksheets.

Acquire one manila folder for each learner for the time allotment worksheets.

Make prior arrangements for any special equipment you will need for sharing interests.

Refer to *Discussion and Questioning Strategies* included in the appendix.

INSTRUCTIONAL PROCEDURES

DAY ONE

INTRODUCTION

For the last week we have seen the results of budgeting

our time and tasks at school. Some of you stated some benefits from this experience that made it worthwhile. When you budgeted your time at school, you found time that is usually wasted being used to do some things of interest to you. Our time out of school can provide the same benefits. Much of our time is wasted. If you learn to organize your time, you will be the one to benefit.

Today we will begin a week of budgeting time and tasks in which you participate out of school. You will have two worksheets to help you with this activity. After one week of budgeting you will probably have found time to participate in an interest activity that you did not have time for before. At the end of the week you will have a chance to share this interest with the rest of the class. Special time will be set aside for this sharing. As an example of this special interest, what are some interests you have that can be brought to school?

Possible responses:

1. A collection
2. A sewing project
3. A musical talent
4. A model to put together
5. A drawing
6. A book report
7. A written story
8. A dance or acrobatic demonstration
9. Some scuba diving equipment

Those were good examples.

TASKS

To begin our task today each of you will receive two copies of the worksheet entitled *Time and Tasks Out of School* and two copies of the worksheet entitled *Interests Out of School*. One copy of each worksheet will be kept in each of your folders at school. The other copy of each worksheet will be taken home for you to fill in the actual time spent on the tasks. Keep the copies you have at home in an obvious place so you can use them daily.

After budgeting and keeping a record of your daily time for a week, bring the worksheets back to school for the

final evaluation. Each of you may keep a copy of each worksheet for your own record, and I will collect and check the other copy.

Pass the worksheets to each learner as you explain how they are to be used. For your information, completed sample copies of the worksheets are included within the lesson.

All four worksheets will be filled in today with all of the information on the left-hand side. You will also fill in the projected time you think it will take to complete each task in the square provided. The projected time will be filled in on the copies of the worksheets kept at school.

Before you fill in your own personal copy of the worksheets, let's discuss some possibilities.

Name some chores done out of school.

Two or three examples of each category may be written for reference on the chalkboard.

Possible responses:

1. Cleaning the floors
2. Caring for animals
3. Emptying the garbage
4. Caring for the baby

Good, now name some of the things you do for personal grooming.

Possible responses:

1. Combing and washing my hair
2. Taking a bath
3. Getting dressed
4. Brushing my teeth

That's right. The next time category in which we will be dealing is travel time. Give some examples that describe the time you spend traveling.

Possible responses:

1. Riding the bus to and from school
2. Walking to the store
3. Riding my bicycle on my paper route

That's correct. The next category is eating time. Describe some examples that represent your out-of-school eating time.

Possible responses:

1. Breakfast
2. Dinner
3. Lunch on the weekend

That's right. Usually your lunch on school days is included with your school time.

The next category in which you spend time is hobbies. This appears on the second worksheet. Name some hobbies you devote some time to.

Possible responses:

1. Exercising on the trampolene
2. Adding to my scrapbook
3. Working on my macrame
4. Reading for interest
5. Playing baseball
6. Going fishing and hunting

Good. Now the last category involves your additional interest time. What other things do you do out of interest or for relaxation that may not be considered a hobby?

Possible responses:

1. Going visiting
2. Writing letters
3. Watching television
4. Playing with my dog

That's right. Some of your interests and hobbies can get all mixed up, and it doesn't matter in which of the two categories they appear. However, some tasks can only be labeled additional interests and not hobbies, such as attending church or the YMCA.

For the next 30 minutes you will fill out the worksheets we described earlier. When you have filled out the worksheets, I will quickly check them to see if you have the right idea.

Use the "Product Assessment Form" to begin the preliminary checking.

Ask the learners to fill out the worksheets. Circulate among them to give suggestions and offer help if it is needed.

Put one copy of each worksheet in your manila folder to be kept at school. Everyday for the next seven days you will work with the other copies of the worksheets at home in recording the actual time spent on tasks out of school. At the end of seven days you will bring the copies of each worksheet from home to compare the actual time spent on a task to the projected time that you recorded on the copies of the worksheets at school in your manila folder.

If a learner cannot return his/her forms at the end of the seven days due to loss or neglect, provide him/her with extra copies to fill out. Have him/her fill them out from memory concerning the time spent and the tasks performed out of school for the past seven days.

Like your school budget, you will find yourself spending more time on an interest or hobby at the end of the seven days than you did at the beginning.

Concentrate on the interest that may be shared with other class members at the end of the seven days.

SUMMARY

Today you have prepared yourself for the budgeting of your time out of school. The worksheets will help you in this activity. Everyday we will take a short period of time to discuss your progress at home in recording your actual time.

DAY TWO, THREE, FOUR, FIVE, SIX, AND SEVEN

All folders have been returned with your appropriate comments for improvement if necessary.

INTRODUCTION

Each of you has been recording the actual time spend on tasks out of school. Name some tasks you have recorded so far. Include both necessary tasks and interest tasks.

Possible response:

I recorded my regular chores such as cleaning part of the house, and mowing the front lawn. I had time left after dinner to try out my new scuba diving outfit in the neighbor's pool. Later in the evening, I watched television and played with my dog.

TASKS

In what ways has the budgeting of your time affected your home life so far?

Possible responses:

1. I spend less time trying to get out of doing my chores.
2. I finish my chores much faster.
3. I have more time to spend on tasks that interest me.

SUMMARY

When you plan or keep track of your time and tasks, it does help you to become more organized. How do you feel about the task of keeping track of each of your activities?

Possible response:

I find that I spend too much time writing down all of the dozens of little things I do everyday. I did not realize before how much I do.

If it becomes too complicated and too burdensome to keep track of every single task, limit your recording to major tasks or combine your activities into one large category. For example, let's say you are helping with the evening meal. First you washed the vegetables, peeled the carrots, cut the carrots and started cooking them. Next you washed the table and counter top. Then you set the table. It may become too burdensome to list each of these tasks separately and the time it takes to accomplish each one. You may combine these tasks to say "helped with dinner," and list the time it took to accomplish all the things you did.

You will not want to use up all of your spare time just keeping track of your tasks. You need time in which you can just relax.

Remember to concentrate on developing one single interest that may be shared with the other class members on the ninth day.

DAY EIGHT

INTRODUCTION

This is a reminder that you should continue to budget your time out of school on a daily basis. You should be keeping close tabs on your time and tasks at home.

Tomorrow each of you must remember to bring the copies of the worksheet of the actual time spent on tasks out of school. Tomorrow you will also share the interest or hobby you have been doing in your spare time for the past six days. Will several of you tell us what interest you plan to bring to share with us tomorrow?

Possible responses:

1. I plan to play my guitar.
2. I will bring my scuba diving equipment and demonstrate how it is used.
3. I will bring my macramé belt that I finished at home.

TASKS

Today each of you will be asked to write down on a piece of paper a brief description of the interest or hobby you will share. You will also specify whether any special equipment will be needed for your demonstration tomorrow.

Write the heading "A Brief Description and Special Equipment Needed" on the chalkboard. Allow only a few minutes to accomplish this task. Collect the papers.

Tomorrow you will sign up on the chalkboard the order in which you will be presenting your interests.

We need to provide some guidelines for the people who will be sharing their interests. What would you like to know about any of these interests?

The following responses are just sample ideas. Your own ideas will be developed depending on the needs of the learners and your own experiences.

Record the following experiences on the chalkboard.

Possible responses:

1. How the interest is described
2. How the demonstrator developed this interest
3. What skills are required to accomplish the interest
4. What is done in a demonstration

SUMMARY

The task we completed today is preparing you for tomorrow, when we will be summing up our budgeting lesson. It is also preparing you for sharing your hobbies and interests.

Do you have any questions concerning our activities tomorrow?

Answer any questions that may be asked by the learner.

DAY NINE

INTRODUCTION

For several days we have been budgeting our out-of-school time. Today we will complete this activity by discussing the benefits realized through this experience. We will also share the hobbies or interests we found time to develop.

If any of the learners have lost or forgotten their budget sheets from home, provide them with extra copies to fill out from memory.

TASKS

To begin our activity today you will need to have all of your worksheets in front of you. You will transfer the actual time spent on tasks that appears on the worksheets kept at home to the worksheets in the manila folders that you have kept at shcool.

As you transfer these times, notice the differences between the projected time and the actual time on the form you kept at home and the form you kept at school.

Do this task now.

Allow the learners only ten minutes to transfer their times.

What benefits did you realize through budgeting your time?

Possible responses:

1. I know exactly what had to be done because it was written down, and I did it.
2. Because of my awareness of time, I forced myself to plan something for my extra time. Therefore, I didn't waste time.
3. I developed a new interest.

As you look at the worksheet *Interests Out of School,* tell the other class members what some of those interests and hobbies are.

Possible responses:

1. Planting a garden
2. Making a rock collection and labeling the rocks
3. Crocheting a rug
4. Practicing to improve basketball skills
5. Putting a model together
6. Redecorating a bedroom

Attempt to draw a response from each learner.

Pass the manila folders in to me so I may check to see if the work is completed. I will return them to you as soon as possible.

Collect all folders.

Some of you brought an interest or hobby to show the other class members today. By sharing ideas, you can develop new interests. On the chalkboard is a place for you to sign-up. This is to help me know the order in which you will present your interest. Those interests requiring special equipment will be shared last.

The interest sharing time will take approximately one hour if the response is good.

Tell how you feel about participating in the budget task. Keep your comments general and not directed to any one interest demonstration.

Possible responses:

1. The ideas that were shared helped me to better understand the people who demonstrated them.
2. I would like to try some of the ideas shared today.

SUMMARY

For the past several days we have budgeted our time. We also found time to develop an interest that could be shared with others.

From the comments received I believe the benefits of this activity have been worthwhile.

In what ways do you plan to continue with this method of keeping track of your time and tasks?

Possible responses:

1. I probably will not keep track of all my time and tasks, but I would like to write down the tasks that must be done daily and do them.
2. I will write down the other major tasks I would like to accomplish over a longer period of time and schedule a time to do them.
3. I will schedule a time for just interests and hobbies so they will not be neglected.

Those were good responses. In our next lesson we will discuss a working situation where an employee may benefit by budgeting his time.

ASSESSMENT PROCEDURES

DESCRIPTION

The two budget worksheets used during the lesson will be used to assess the achievement of the objective. A *Product Assessment Form* is provided to record the learner's responses.

DIRECTIONS

The instructor will use the *Product Assessment Form* provided to assess the two budget worksheets completed by the learner. Indicate in each column by using a check mark if the work has been completed satisfactorily by the learner.

KEY

Instructor's satisfaction

PRODUCT ASSESSMENT FORM

Learner Name	TIME ALLOTMENT for one week						Check if Allotments are Realistic
	Home Chores	Personal Care	Travel Time	Eating Time	Hob-bies	Other Interests	
Example	2 hrs.	1 hr.	1 hr.	3 hrs.	1 hr.	1 hr.	✓

Name _____

Date _____

Lesson 6

TIME AND TASKS OUT OF SCHOOL

Record the projected minutes you think it will take to complete each task in the square showing the day of the week under the capital P.

Record the actual minutes taken to complete each task in the square showing the day of the week under the capital A.

	Sun.		Mon.		Tues.		Wed.		Thur.		Fri.		Sat.		Totals	
Chore	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A
_____																
_____																
_____																
Personal grooming																
_____																
_____																
_____																
_____																
Travel time																
_____																
_____																
_____																
_____																
Eating time																
_____																
_____																
_____																

090

TIME AND TASKS OUT OF SCHOOL

SAMPLE COPY

Record the projected minutes you think it will take to complete each task in the square showing the day of the week under the capital P.

Record the actual minutes taken to complete each task in the square showing the day of the week under the capital A.

	Sun.		Mon.		Tues.		Wed.		Th.		Fri.		Sat.		Totals	
Chore	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A
Clean floors	15	15	15	15	15	15	15	15	15	15	15	15	15	15	120	120
Care for animals	15	10	15	10	15	5	15	10	15	10	15	5	15	10	105	60
Empty garbage	5	5	5	5	5	5	5	5	5	5	5	5	5	5	35	35
Personal grooming																
Hair care	5	5	5	5	5	5	5	5	5	5	5	5	5	5	35	35
Bathing	15	10	15	10	15	10	15	10	15	15	15	10	15	15	105	80
Dressing	15	10	15	10	15	15	15	15	15	10	15	5	15	10	105	75
Brushing teeth	5	3	5	3	5	3	5	5	5	5	5	3	5	3	35	25
Travel time																
Riding bus	20	20	20	20	20	20	20	20	20	20	20	20	20	20	140	120
To and from store	20	30	20	15	20	20	20	20	20	15	20	15	20	30	140	145
Bicycling on paper route	45	45	45	45	45	40	45	40	45	40	45	40	45	40	315	290
Eating time																
Breakfast	10	10	10	10	10	15	10	15	10	10	10	10	10	10	70	80
Weekend lunches	15	15	15	15	15	20	15	10	15	10	15	15	15	15	105	100
Dinner	20	20	20	20	20	15	20	15	20	10	20	10	20	15	140	105

Name_____

Date_____

Lesson 6

INTERESTS OUT OF SCHOOL

Put the number of minutes in the square showing the day of the week you found time to participate in this activity.

Hobbies	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
_____							
_____							
_____							
_____							
_____							
_____							
_____							
_____							
_____							

Other Interests							
_____							
_____							
_____							
_____							
_____							
_____							
_____							
_____							
_____							
Total for Each Day							

INTERESTS OUT OF SCHOOL

SAMPLE COPY

Put the number of minutes in the square showing the day of the week you found time to participate in this activity.

Hobbies	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
Trampolene	10	0	10	0	20	20	0
Scrapbook	0	0	0	0	60	0	0
Macramé	0	30	60	60	0	0	
Reading	10	10	20	30	30	30	30
Baseball	15	0	30	0	40	60	0
Fishing	0	0	0	0	0	0	300
Hunting	0	60	0	0	0	0	0

Other Interests							
Visiting	0	60	0	0	90	60	0
Television	0	0	0	120	0	0	30
Letter	30	0	0	0	0	0	0
Dog	10	10	10	15	10	5	10
Total for Each Day							

LOOK TO LEARNING

LESSON SEVEN

CONCEPTS

Every worker can benefit by budgeting their time.

Some work tasks take priority over others.

PERFORMANCE OBJECTIVE

Given a hypothetical work situation that identifies an individual, gives his time allotment, and lists several of his activities, the learner will budget the time for this individual for one day and show the benefits that result.

LESSON TIME

110 minutes

NEW VOCABULARY

Quota - a share assigned to each member for completion.

Demoted - reduced to a lower rank

Priority - things having more importance than others which means giving it your attention first

NEW VOCABULARY (Continued)

Bonus - money or an equivalent given in addition to an employee's usual compensation

Commission - fee paid to an employee that is a percentage of money received in a sales transaction

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Student Evaluation Sheet	Cardboard
Sample copy: *Student Evaluation Sheet*	
Budget Game	
Budget Game Spinner	
Budget Game Directions	
Benefit Cards	
Consequence Cards	
Worker Budget Worksheet	
Sample copy: *Worker Budget Worksheet*	
Assessment item: *Product Assessment Form*	

INSTRUCTOR PREPARATION TASKS

Duplicate the following items for each learner:

1. *Worker Budget Worksheet*
2. *Student Evaluation Sheet*

Refer to the following sample copies of the worksheets:

1. *Worker Budget Worksheet*
2. *Student Evaluation Sheet*

Duplicate and cut out for every two learners the following items:

1. *Budget Game*
2. *Budget Game Directions*
3. *Budget Game Spinner*
4. *Benefit Cards*
5. *Consequence Cards*

Duplicate the *Product Assessment Form* for the instructor's use.

Mount the *Budget Game* and the *Budget Game Spinner* on the cardboard. Complete the pointer by attaching it with a paper fastener. Use a washer to separate the two. The washer may be cardboard or part of a straw.

Make available to the learners a variety of books providing occupational information.

Refer to the *Discussion and Questioning Strategies* included in the appendix.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

For the past two lessons we have been budgeting our time. We discussed the benefits that result both at school and out of school. Now that you know the benefits of budgeting your time, it would be helpful for you to know how they are applied in the working world. All of you will be a part of the world of work and will need to know and use these techniques to improve your positions.

Workers on the job receive the same types of benefits as you experienced, plus others. Today we will discuss some workers who practice budgeting their time and tasks. Our discussion will show some benefits of this practice. We will complete a worksheet that will give us the opportunity to budget the time and tasks of an individual worker and show the benefits of this practice. Then we will play a game that will help us become aware of the necessary responsibilities of a job, the benefits of budgeting, and some possible consequences if the practice of budgeting time and tasks is not followed.

In our lesson today you will need to be aware of five words and their meanings. I have written these words on the chalkboard for your reference.

Quota - a share assigned to each member for completion

Demoted - reduced to a lower rank

Bonus - money or an equivalent given in addition to an employee's usual compensation

Commission - a fee paid to an employee that is a percentage of money received in a sales transaction

Priority - some things are more important than others and should receive attention first

When we come across these words in our lesson today, we will discuss them again.

All workers have some opportunity to budget their time and tasks, although the nature of some occupations give some workers more opportunity for complete freedom in this practice than others. Think of a worker you know and tell some ways you know that he budgets his time.

Possible responses:

1. My uncle owns his own beauty shop. He budgets a certain amount of time to each of his patrons. He tries to work fast so he can keep his appointments on time.
2. My mother is a newspaper reporter. She has to meet a deadline everyday so the news is current and ready for printing by early afternoon. She has to budget her time for gathering the news, writing it, having it approved, and getting it ready for the typesetter.

TASKS

Let's look at some other occupations and discuss the varying opportunities for the budgeting of time. We are going to discuss the following occupations:

1. Teacher
2. Factory worker
3. Sales person (door-to-door or by appointment)

Write the occupations on the chalkboard.

These few examples give us a variety of workers for our discussion.

What opportunities do you think teachers have for budgeting their time and tasks? And in what ways would they and others benefit from this?

You may extend the learners' responses with some of the following comments:

Possible responses:

1. The teacher makes daily lesson plans and schedules a specified time to meet with the students to accomplish each subject area.
2. The teacher would benefit by feeling good about providing the students with the best learning opportunities. The students would benefit by participating in budgeting.

The school day would run more smoothly if the time and tasks were scheduled. Scheduling is one method of budgeting.

The teacher does not have complete freedom in choosing the tasks that are to be scheduled. Our state education department, as well as the local school boards, provide teacher's guidelines.

Let's discuss the next occupation and compare the results with the teacher example.

What opportunities does the factory worker have for budgeting time? And in what ways would this worker benefit?

You may extend the learners' responses with some of the following points:

Possible responses:

1. If the situation was an assembly line operation, the worker would have to work cooperatively with other workers to budget time.
2. Some factories, such as clothing factories, *(use local examples)* set up a quota for

each worker. If workers meet their quota or exceed it, they are eligible to earn a bonus, which can be additional money or prizes.
3. If factory workers meet their quota consistently, they are eligible to be considered for a promotion.

How does this worker example compare with the teacher example as far as budgeting opportunities and benefits are concerned?

You may extend the learners' responses with some of the following comments:

Possible responses:

1. They both have a quota, but of a different kind. The teacher has a specified number of subjects to teach during the day. The factory workers have a specified amount of work to complete during the day.
2. The factory workers receive bonuses and promotions because of their efforts in budgeting their time and meeting their quota. Teacher's bonuses would not be in addition to their regular salary. Their bonus would be a good feeling or praise from the students, the principal, or the members of the community.

Now, let's discuss the budgeting opportunities for a sales person. Men and women in this occupation have more freedom to budget their time than the teacher or the factory worker.

Give some examples of opportunities that you know of for this occupation and the benefits received.

You may extend the learners' responses with the following points:

Possible responses:

1. Sales people who travel, working door-to-door or working through appointments, have the opportunity to decide when they will go to work and how long they will work.
2. Usually sales people are paid a commission. That is, they receive a portion of each sales transaction made from a customer. The company for which they work pays them this commission.

3. The income received by sales people depends on how well they budget their time to get out and talk to customers, so they can make sales.
4. If sales people budget their time well, they have the opportunity to make many sales and, therefore, increase their earning power.
5. Some sales companies offer a trip to the sales person in each city making the highest sales. This is an added bonus.

Those were good responses.

You can see that the opportunities and benefits for the sales person differ somewhat from those for the teacher and the factory worker.

Some of the other occupations that offer other differences are secretaries, store clerks, construction workers, and doctors.

You will now be given the opportunity to choose a worker, decide on his/her time allotments, and decide on the tasks that must be completed within the time allowed. Also, you will show the benefits that result.

Distribute the worksheet entitled "Worker Budget Worksheet" to each learner.

After a brief discussion each one of you is to complete the worksheet just given to you. In Part 1 you will name an occupation worker whose time you will budget.

Name some examples of occupations that may be used here. This list may include any worker who may budget his/her time on the job.

Possible responses:

1. Doctor
2. Lawyer
3. Carpenter
4. Store clerk
5. Secretary
6. Truck driver
7. Baby-sitter
8. Cosmetologist
9. Newspaper reporter

Write the learners' responses on the chalkboard.

Good. The occupation you choose will be written after the heading in Part 1. There are some reference books available in the classroom on some occupations.

The working hours of your chosen worker will depend upon the nature of his/her occupation. If you do not know about the nature of the occupation, look through the books for information. If the information is not available, use your own judgment. Your judgment will be accepted in most cases.

For example, in your judgment, what time would a doctor go to work?

Possible response:

Doctors start hospital rounds as early as 7:00 a.m. They will start their office hours around 10:00 a.m. They will finish the office work around 6:00 p.m. or 7:00 p.m., depending on how many patients they have for the day. Doctors will make hospital rounds again in the evening, starting about 8:00 p.m. and ending around 10:00 p.m. At night doctors usually work cooperatively with other doctors to take care of night emergencies.

That's correct. In Part 2 write down the working hours of the worker you chose in Part 1.

Part 3 asks you to write the tasks that may be scheduled in a time budget. In taking the example of a secretary, what tasks are usually performed by a secretary that may be budgeted?

Write the list on the chalkboard under the heading "Secretarial Tasks."

Possible responses:

1. Planning for the day
2. Answering the telephone
3. Organizing materials
4. Typing materials
5. Taking dictation
6. Making appointments
7. Filing data
8. Meeting the public
9. Taking breaks
10. Eating lunch

With this list of tasks, you will decide which of the tasks take priority over others. Priority means some of the tasks are more important than others so they must be done first. Circle the numbers beside the tasks that must be done first. In the secretary example on the chalkboard, which tasks take priority over others?

Desired responses:

1. Answering the telephones
2. Taking dictation
3. Making appointments
4. Meeting the public

Good. Write all of the tasks related to the worker you chose in Part 3 and circle the priority items.

In the next part you will pretend you are the worker you chose. You will write some tasks out of interest or out of necessity related to the occupation in which you would like to participate.

In dealing with the occupation of the store clerk, name some tasks that may be budgeted into spare time that might be of interest to the worker.

Write on the chalkboard under the heading "Interests Tasks."

Possible responses:

1. Straighten and dust the shelves
2. Check the sale items to make sure they have a price tag
3. Restock the items sold in your department
4. Arrange your display tables to be more appealing
5. Familiarize yourself with other items in the store

That's right. Those items that are related to the occupation you have chosen are to be written in Part 4.

In Part 5 of the worksheet, you are to schedule times of the tasks you identified in Part 3 for one working day.

Workers should not schedule their tasks too close together if they do not work well under pressure. They should allow five or ten minutes between tasks to provide for unexpected happenings. Some workers, however, work very well in a tight schedule.

You may now complete the worksheet for your worker. Try to finish this task in twenty minutes.

Provide encouragement and help to the learners during this independent work time.

After twenty minutes say:

Now that you have completed the worker budget sheet, turn this worksheet in to me so I may check your responses. I will return it to you as quickly as possible.

Use the "Product Assessment Item" to evaluate each learner's worksheet.

As an added interest in budgeting time, you will pair up to play *Budget Game*. Choose a partner to play with. Do this now, quickly and quietly, and be ready to listen to directions in two or three minutes.

Make sure each learner is occupied with a partner for the game. If there is an odd number of learners you can play the game with three players instead of two players.

After a couple of minutes say:

Each pair will receive a *Budget Game, Budget Game Spinner, Budget Game Directions, Benefit Cards, Consequence Cards*, and an occupational symbol of either secretary, salesman, or factory worker.

Write this list on the chalkboard for future reference.

These will be distributed to you now. Check the items against the list on the chalkboard.

Find the information sheet *Budget Game Directions*. Follow the directions while I explain them to you.

Read the directions orally and invite the learners to ask questions to clarify the directions.

The goal of the game is to reach 100 points. We will play the game for 30 minutes. That will allow some of you to reach your 100 points. You will be able to complete five to eight rounds before you reach your 100 points to complete a game.

Keep a careful record of your score on a separate sheet. When we finish the game today, keep it at school to play in your spare time.

Allow thirty minutes of game involvement before ending the session. Ask the learners to be seated at their own station and put the game away.

SUMMARY

During these series of lessons, we have explored how we learn and where we learn. Name some places where we learn.

Possible responses:

1. School
2. Home
3. Church
4. Clubs

That's right. After we discussed where we learn, we named some tasks we do well both in and out of school. We discovered that the tasks we do well are related to our interests and abilities.

In order to learn the things that are necessary for us to be successful, we must learn some skills related to budgeting our time. We also need to schedule our time to involve or develop our interests and hobbies.

We spent several days practicing how to budget our time. In this last lesson, we related the budgeting of time to an occupation. The variety of occupations helped us to see that budgeting of time depends on the nature of the occupation.

As one last activity related to the entire unit, each of you will be asked to write a short statement about your feelings regarding these lessons. You may be perfectly honest, but sincere. You will write your comments on the sheet entitled *Student Evaluation Sheet*. You may have 10 to 15 minutes to complete the evaluation sheet.

Collect all papers and compliment the learners on the fine job they have done throughout the unit.

Assessment Procedures

DESCRIPTION

The worksheet used during the lesson will be used to assess the achievement of the objective. A *Product Assessment Form* is provided to record the learner's responses.

DIRECTIONS

The instructor will use the *Product Assessment Form* provided to assess the worksheet entitled *Worker Budget Worksheet* completed by the learner.

Indicate in each column by using a check mark if the work has been completed satisfactorily by the learner.

KEY

Instructor's satisfaction

PRODUCT ASSESSMENT FORM

Learner Name	Worker's Occupational Title	Working Hours	Necessary Worker Tasks	Tasks of Interest	Time Budget	Budget Benefits
Example	Store clerk	6 hrs.	Ringing sales and meeting public	Redo display tables	4 hrs 2 hrs	Not rushed

Name_____

Date_____

Lesson 7

STUDENT EVALUATION SHEET

Directions: Think back over the work you have been doing with the past seven lessons. Then answer the questions that follow. Explain your answers as carefully as you can. In this way you can show how the lessons were helpful to you and how you think they could be improved.

1. The part of the lessons I like most was_____

2. The part of the lessons I liked least was_____

3. I wish I could have spent more time on_____

4. I had to spend too much time on_____

STUDENT EVALUATION SHEET
(Continued)

5. I needed more help on _____

_____

_____

_____

_____

6. The most important thing I learned was _____

_____

_____

_____

_____

7. I would like to study more about _____

_____

_____

_____

8. Some occupations we discussed that I think I might enjoy are (and tell why) _____

_____

_____

_____

_____

_____

_____

9. If I could change these lessons, in any way I wanted, I would _____

_____

_____

STUDENT EVALUATION SHEET

Lesson 7

SAMPLE COPY

Directions: Think back over the work you have been doing with this set of lessons, then answer the following questions. Explain your answers as carefully as you can. In this way, you can show how the lessons were helpful to you and how you think they could be improved.

1. The part of the lessons I like most was writing a biography and participating in sharing interests and hobbies.

2. The part of the lessons I liked least was budgeting time out of school.

3. I wish I could have spent more time on studying about cosmetology.

4. I had to spend too much time on budgeting my time out of school.

STUDENT EVALUATION SHEET
SAMPLE COPY (Continued)

5. I needed more help on making out my own schedule.

6. The most important thing I learned was to schedule my own time to tasks at school so I was able to accomplish more.

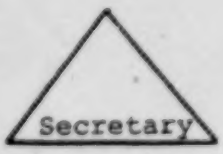
7. I would like to study more about cosmetology and newspaper reporting.

8. Some occupations talked about that I think I might enjoy are (and tell why) Cosmetology - I think I would like to practice cosmetology sometime in the future. Newspaper reporter - I like to write.

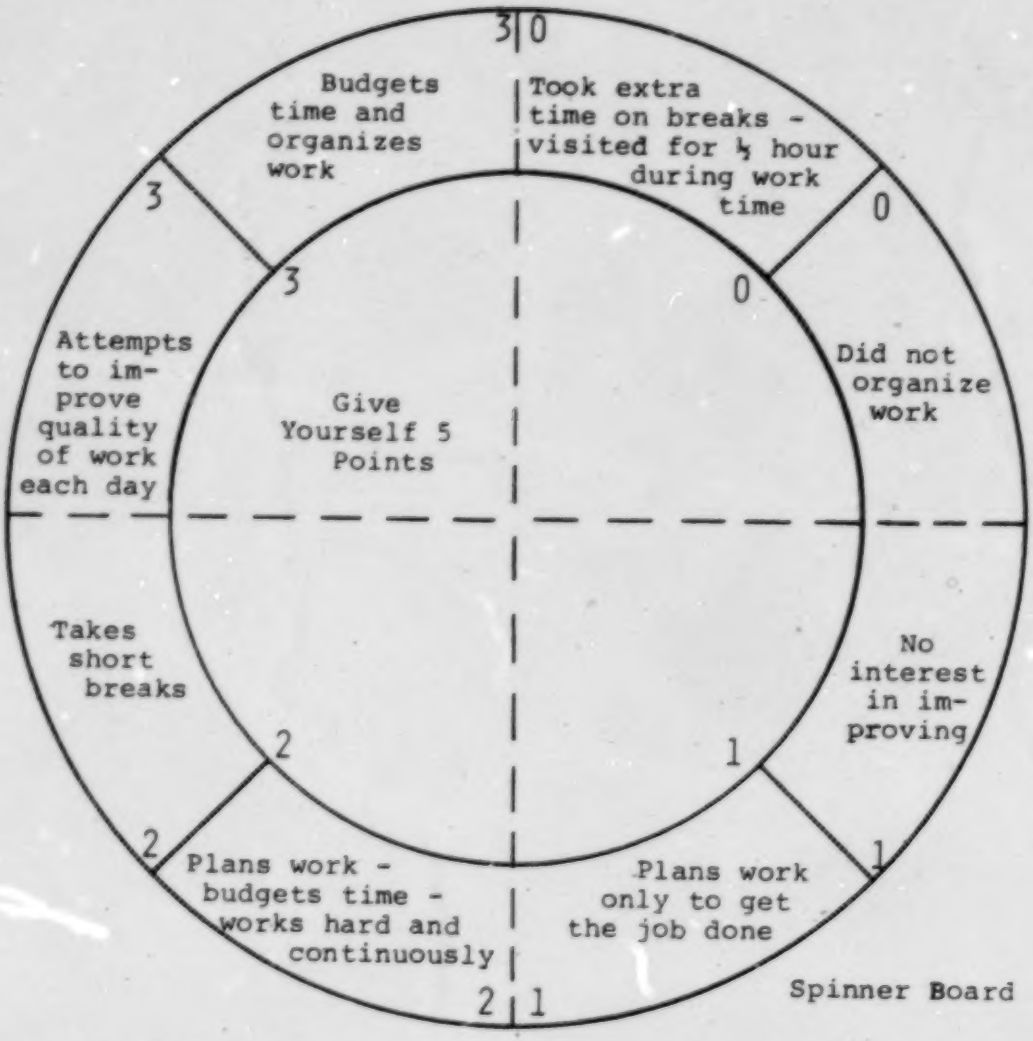
9. If I could change these lessons in any way I wanted, I would spend less time budgeting time out of school.

BUDGET GAME

Mount on cardboard and cut out the following occupation symbols:

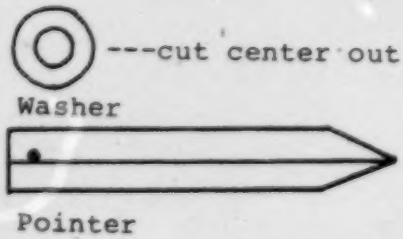


BUDGET GAME SPINNER



Spinner Board

Mount the spinner board, washer, and pointer on cardboard backing. Attach the pointer in the center of the board using a paper fastener. Insert a washer between the paper fastener and the spinner board using cardboard or part of a straw.



BUDGET GAME DIRECTIONS

1. Two or three players may play the *Budget Game* at one time.

2. Each team of players will have workers, *Budget Game*, *Budget Game Spinner* (assembled), *Benefit Cards*, and *Consequence Cards*. Shuffle the cards, place them face down, and keep them in separate piles.

3. Each player will take the part of one of the workers in the three occupations included with the game, i.e. secretary, salesman, factory worker.

4. The player will take this worker through the tasks of the occupation by planning, organizing and practicing the skills involved with the task. This is all part of budgeting his/her time on the job.

5. The players will take turns spinning the pointer to determine who is the first player. The player with the highest number starts first.

6. The players now take turns spinning the pointer and moving their workers around the circle through the tasks. If the pointer lands on number zero, the workers did not budget their time at all, therefore, they do not progress in completing their tasks on the job. If the pointer lands on one, two, or three, the worker progresses the same number of steps around the circle.

7. When the pointer lands on three, the worker has done the best job possible. He/she receives five extra points for each time this occurs. This number is added to his/her score.

8. As the worker progresses through the tasks, five points are added each time a task is completed.

9. When one player completes one revolution of the circle, the first round is over. All players stop where they are and add their scores for that round. A worker must have completed a task to receive the five points at the end of the task.

10. The worker who won the round draws a benefit card. He must read the card aloud. If any change in the score is indicated, an adjustment must be made. The players who lose each round draw one consequence card. They also read the card aloud and will make any adjustments on their score if indicated on the card. After the card has been used, put it face down on the bottom of the deck.

11. It is possible for a player to earn fifteen points, plus five points each time the pointer lands on three.

12. Each player keeps his/her own score. The first player to reach 100 points wins the bonus or the promotion (the game).

BENEFIT CARDS

B1

You have just met your quota. You earned a bonus of $20. Give yourself 20 extra points.

B2

Congratulations! You have just received a box of candy from the boss for your good work.

B3

Because you are responsible, the boss chose you for the special assignment. Your partner(s) loses five points.

B4

You have just received a nice letter from the boss telling you what a valuable worker you are.

B5

You have just won the promotion for which you have been working, along with an additional $25 a week. Give yourself an extra 25 points.

B6

Congratulations! You have been promoted as the supervisor. Give yourself ten points.

B7

The boss likes your work. You have just been notified that you will be receiving an additional $10 a week in your paycheck. Give yourself ten points.

B8

You have just been notified that you are being considered for a promotion. Keep up the good work.

B9

The future looks bright. The boss is noticing your efficient work. If you win the next round, give yourself 20 points. If not, better luck next time.

B10

You are doing a good job. Keep up the good work.

B11

You surpassed your quota.
You may win the bonus trip to
Acapulco if you keep it up.
If you win the next two rounds
give yourself 30 extra points.
If not, better luck next time.

B12

You have earned enough
bonuses to buy that new
car you have always wanted.
Give yourself five points.

BENEFIT CARDS

BENEFIT CARD	BENEFIT CARD
BENEFIT CARD	BENEFIT CARD
BENEFIT CARD	BENEFIT CARD
BENEFIT CARD	BENEFIT CARD
BENEFIT CARD	BENEFIT CARD

CONSEQUENCE CARDS

C1

Warning!

Either you finish your tasks or you will not receive your bonus.

C2

Warning!

You are taking too much time on your breaks which costs the company money. Deduct an additional five points for negligence.

C3

Suggestion:

If you budget your time and tasks, you will do better.

C4

Warning!

You are not meeting your quota. Work harder next time. Try budgeting your time and tasks.

C5

Warning!

You must either "step-up" your work pace or find another job. You have been demoted. Deduct five points.

C6

Warning!

You are not completing enough tasks in the working day. Try budgeting your time and tasks.

C7

Notification:

You are not taking an interest in your job. You are fired! If you lose the next round, deduct an additional five points.

C8

Warning!

Either you finish your tasks or you will not receive your bonus.

C9

Suggestion:

By budgeting your time and tasks, you might earn your bonus next time.

C10

Notification:

You are fired!
If you lose the next round, deduct an additional five points.

C11

Warning!

Maybe you are not feeling well. See your supervisor for suggestions to improve.

C12

Suggestion:

Try budgeting your time and tasks. This will help you to earn your bonuses and possibly a promotion.

CONSEQUENCE CARDS

CONSEQUENCE CARD	CONSEQUENCE CARD
CONSEQUENCE CARD	CONSEQUENCE CARD
CONSEQUENCE CARD	CONSEQUENCE CARD
CONSEQUENCE CARD	CONSEQUENCE CARD
CONSEQUENCE CARD	CONSEQUENCE CARD

Name_____

Date_____

Lesson 7

WORKER BUDGET WORKSHEET

1. Write the name of a worker's occupation whose time you will budget.

   Worker:_____

2. Write the working hours for the worker you identified in number one. *Include starting time, lunch, breaks, and finish time.*
   Working hours:_____

   _____

   _____

   _____

   _____

3. Write all the tasks which the worker can schedule in a time budget related to work. Circle the number beside those which you feel should take priority *(be finished first).*

   a._____

   b._____

   c._____

   d._____

   e._____

   f._____

   g._____

   h._____

   i._____

   j._____

4. By putting yourself in this worker's shoes, name some tasks of interest to you which are related to the occupation and may be done in your spare time.

a. _____

b. _____

c. _____

d. _____

e. _____

5. Budget the time and tasks of the chosen worker by writing out a schedule of the tasks identified in No. 3 for one day.

TIMES (a.m. and p.m.)	TASK DESCRIPTION

6. Describe one or two benefits this worker would receive by budgeting his time.

a. _____

b. _____

WORKER BUDGET WORKSHEET

SAMPLE COPY

1. Write the name of a worker's occupation whose time you will budget.

   Worker: Cosmetologist

2. Write the working hours for the worker you identified in number one. *Include starting time, lunch, breaks, and finish time.*
   Working hours: Starting: 7:45 A.M.

   Lunch and breaks: The time varies each day, depending on appointments.

   Finish up time: Varies each day, depending on appointments. Try to finish by 6:00 P.M.

3. Write all the tasks which the worker can schedule in a time budget related to work. Circle the number beside those which you feel should take priority *(be finished first)*.

   (a.) Wash and sterilize brushes and combs

   (b.) Assemble tools and equipment

   c. Wash hair

   d. Cut hair

   e. Set hair

   f. Make conversation

   g. Place under dryer

   h. Comb hair

   i. Make out ticket

   j. Clean up station

4. By putting yourself in this worker's shoes, name some tasks of interest to you which are related to the occupation that may be done in spare time.

   a. Straighten and organize tools and equipment

   b. Collect and assemble example hair style pictures

   c. Practice new hair styles on wigs

   d. _____

   e. _____

5. Budget the time and tasks of the chosen worker by writing out a schedule of the tasks identified in number three for one day.

TIMES (a.m. and p.m.)	TASK DESCRIPTION
7:45 - 8:00 a.m.	Wash, sterilize, and assemble
	tools and equipment
Appointments:	
8:00	Wash hair, cut hair, set hair
8:30	
9:00	make conversation, place patrons
10:00	
10:30	under dryer, comb hair, make
11:30	
	out ticket.
12:00 - 12:30	Lunch
Appointments:	
12:30	Wash hair, cut hair, set hair,
1:00	
2:00	make conversation, place patrons
2:30	
3:30	under dryer, comb hair, make out
4:00	
5:00	ticket.
5:00 - 6:00	Clean up station

APPENDIX

INSTRUCTIONAL STRATEGY GUIDES

DEMONSTRATION STRATEGY

A demonstration is "a method or a process of presenting or establishing facts."[1] A Demonstration is "the procedure of doing something in the presence of others either as a means of showing them how to do it themselves, or in order to illustrate a principle; for example, showing a group of students how to set the tilting table on a circular saw or how to prepare a certain food product, or performing an experiment in front of the class to show the expansion of metals under heat."[2]

A. Use of Demonstrations

1. To illustrate an important principle
2. To provide instruction in how to perform a particular task
3. To indicate safe operating procedures
4. To augment lecture and/or discussion sessions
5. To provide for breaks in instructional routines

B. Instructor Preparation

1. Determine the objectives of the demonstration. Make sure that a legitimate instructional need is served by the demonstration.

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[1]Carter V. Good (ed.), Dictionary of Education (New York: McGraw Hill Co., 1959), p. 161.
[2]Ibid.

8. If necessary, inform your principal or other administrator.

9. Plan any follow-up activities necessary to reinforce the information delivered in the demonstration.

10. Practice the demonstration.

    a. Familiarize yourself with all steps in the demonstration.

    b. Set a tentative time limit for the demonstration and, when necessary, for the individual parts of the demonstration.

    c. Prepare an outline to follow when presenting the information to the learners.

11. Prepare a good introduction and conclusion for the demonstration. A carefully prepared introduction will ensure a good beginning and set the tone for an organized demonstration. The conclusion should contain summary statements and any information necessary for smooth transition to follow-up activities.

C. <u>The Demonstration</u>

1. Inform learners whether or not they are to take notes.

2. Make sure everyone can see and hear.

3. Involve as many learners as possible.

2. Prepare learners for the demonstration.
   a. Introduce and use any new terminology before presenting a class demonstration.
   b. Provide motivational activities which lead into the demonstration.
   c. Announce the demonstration a class period early and assign any reading necessary to acquaint each learner with new materials and/or processes.
   d. Announce any safety precautions for which the learner should prepare in advance.
      Example: Learners must furnish protective goggles.
3. Secure or develop the necessary apparatus, materials, audio visual materials, and specimens needed for the demonstration.
4. If necessary, obtain parental consent to perform the demonstration.
5. If necessary, solicit outside help to successfully perform the demonstration. Incorporate learner help when possible.
6. Provide the necessary accommodations for handicapped learners to participate in the activity.
7. Provide the necessary accomodations for visitors to the classroom.

DISCUSSION STRATEGY

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."[4] During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."[5] This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.[6] Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

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[4]Carter V. Good (ed.), Dictionary of Education, (New York: [5]McGraw Hill, 1959), p. 178.
[5]Ibid.
[6]W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 97.

4. Talk to the learners and watch for obvious feedback signs.
5. Use audio-visual material whenever possible. Simple, easily-prepared visuals can provide structure and organization for the presentation.
6. Move at a steady pace; watch the time; use the prepared outline to complete the demonstration.

The time an instructor spends preparing a demonstration is rewarded with learner enthusiasm. Well planned demonstrations are always fun, but do not forget that the instructor's proficiency is the center of attention.[3] Therefore, if a demonstration is to be used as a learning experience, prior planning is a necessity.

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[3]W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 102.

3. Advise learners to exchange ideas with other learners as well as with the instructor.
4. Tell learners that participation in a discussion carries a commitment to listen to and respect other's opinions.
    a. Respect of another opinion means accepting that opinion as a valid belief of another person.
    b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.
5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.
6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.
7. Make the discussion as informal as possible.
8. Arrange chairs in a comfortable manner, preferably in a circle.
9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.
10. The instructor and/or discussion leader should direct the session with enthusiasm.

11. Do not make a discussion session too lengthy. Terminate it when all opinions have been heard.

12. If a discussion is to have a leader other than the instructor, that leader should be chosen and prepared in advance.

13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.

2. Do not answer too many of your own questions.

3. Vary the approach to asking questions. *Example:* Ask questions to the group. Ask for a volunteer. Ask questions of a particular individual.

4. Inject differing points of view.

5. Elicit explanations from proponents of differing points of view.

6. Encourage group interplay by calling for reaction to statements made by participants.

7. Monitor the discussion to steer away from monopolizers.

8. If necessary, clarify what is said.

9. Occasionally summarize what has been said before considering other aspects of the problem. Provide

enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.
11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion
   a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.
   b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.
   c. The chairman performs the responsibilities as listed in Section C.
   d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a

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4. Inject differing points of view.
5. Elicit explanations from proponents of differing points of view.
6. Encourage group interplay by calling for reaction to statements made by participants.
7. Monitor the discussion to steer away from monopolizers.
8. If necessary, clarify what is said.
9. Occasionally summarize what has been said before considering other aspects of the problem. Provide

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.

c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.

d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents, and often a question answered by one can be further developed by the other.

e. It is a good practice to have either the

question could be requested by the chairman.

2. Symposium[8]

   a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.

   b. Each participant is given a change to briefly state his point of view; a moderator, preferably a learner, then opens the meeting to the group.

   c. The symposium is particularly useful as a vehicle for committee reports.

   d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio-visual material to enhance their presentations.

3. Interview Technique

   a. The interview technique is a method used in a conference between an interviewer(s) and a respondent. Direct questioning is used to draw information from the respondent.[9] The

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[8] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction - Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311

[9] Good, op. cit., p. 298.

the most promising course of action.

c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion - Debate[11]

a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.

b. During a debate session, two or more speakers deliberately present opposing views to the same issue.

c. No effort is made to reach a decision or to recognize common parts of differing views.

d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.

e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should be given each participant.

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[11]Good, op. cit., p. 312.

respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool in such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."[10]

b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, evaluating each one before deciding on

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[10]Brown, Lewis, and Harcleroad, op. cit., p. 313.

QUESTIONING STRATEGY

Classroom questions are a typical activity. Questions can be very effective tools when used by an instructor who has planned his questioning strategy. Whether the questioning is done orally or is written, the following considerations could prove helpful.

A. Use of Questions

1. To stimulate student thinking
2. To elicit answers which can be used to check the utility of the instructional process
3. To attract attention to an important segment of a lesson

B. Questioning Strategies

1. The style and form of prepared questions should be determined by the course objective for which the question is written. If course objectives are written in behavioral terms (performance objectives), support questions are much more easily written.
2. The purpose of a question should be determined prior to its being asked.
3. Generally, an instructor should avoid questions that can be answered yes or no.

f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the issue should be informed that such a vote will be taken at the conclusion of the debate session.

g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

a. Encourage the learner to speak loudly and clearly.

b. The instructor may wish to repeat an answer and add or delete essential information in order to stimulate discussion, thought, and/or further learner questions.

7. Incorrect answers should always be treated as incorrect answers, but tact should be used in all such situations. Consider the source of incorrect responses before refuting them. Individual differences require that each response be handled as a unique situation. Some individuals require "soft" treatment; others need a firm response.

8. Answers can be grammatically corrected even though the answer is empirically correct. A spontaneous judgment should be made before correcting the grammatical structure of a learner's response. In some cases, it might be more damaging to the learner to be grammatically corrected than it would be for the group to be exposed to grammatical mistakes.

An instructor can stimulate almost any thought pattern desired by making effective use of questions. Some instructors may be able to spontaneously initiate questions of

a. Bloom[12] classifies educational objectives, but questions can also be classified into six different categories ranging from knowledge of specifics to evaluation of theoretical concepts. It is generally considered better to initiate questions that require a judgment, the use of logic, or powers of reasoning. (See Classroom Question Classification Chart)

b. Use hypothetical situations and conditional questions such as What would happen if . . .? and How could . . . ?

4. It is generally considered best to ask a question and then ask someone to respond rather than choosing someone to respond prior to asking a question.

5. Do not repeat questions. If a question and answer period is planned for a purpose, then all learners should be required to support the session with their undivided attention. Repeating a question will not require the learners to listen.

6. Do not repeat learner answers.

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[12]Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956), p. 18.

ROLE-PLAYING STRATEGY

Role playing is a teaching technique which uses "the act of assuming, either in imagination or overtly, the part or function of another or others."[13] If role playing is the best method of satisfying the objective(s) of a lesson, then the following steps might prove helpful.[14]

A. Use of Role Playing

1. To develop individual confidence
2. To develop group responsibility
3. To practice decision making
4. To show casual behavioral relationships
5. To improve self-concepts
6. To relieve tnesions

B. Identifying the Problem - Role playing usually focuses on a problem.

1. The role-playing situation will be readily accepted by the learners if the group identifies the problem to be studied.
2. All facets of the problem should be listed and the problem narrowed or reduced, preferably by the group, before actual role playing begins.

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[13] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill Co, 1959), P. 471.

[14] Fannie R. Shaftel, Role Playing for Social Values: Decision Making in the Social Studies, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1967), pp. 65-66.

3. After selecting and reducing the problem, the instructor and/or learners need to develop the problem story. The problem story should define the situation and characters in a life-like setting.

C. Warming-up Period - If the learner group participated in the planning of all stages up to this point, then the warming-up period is simply a review before role playing.

1. Acquaint the learners with the problem, the situation, the characters, and the setting. This can be done by reading or telling the problem story.

D. Choosing the Participants

1. Ideally participation should be voluntary.
2. If selection of participants is necessary, handle the situation with tact. The following suggestions should be used only if appropriate with a particular group.
   a. Allow names to be suggested.
   b. Let those chosen have a part in selecting others.

E. Setting the Stage

1. Help participants become involved by stating

the time of day, talking about facial expressions of the characters, feelings involved, etc. Varying lengths of time should be spent with individual actors, depending upon their age and maturity.

2. Prepare the observers by discussing the major concepts of the problem and the main parts to be played. The observers should be asked to determine whether they think the actors are behaving in a manner true to life. They should also be asked to come up with an idea for a solution to the problem. Help the learners understand why laughing spoils role playing. It is important to emphasize that the way an actor portrays a role has no reflection upon him as a person - he is evaluated for his ability to portray the situation as true to life.

F. Role Playing

1. Time will vary according to the magnitude of the problem.
2. The purpose is to show the problem, not the solution; therefore, stop the action as soon as the problem is viewed.
3. Ask the players to remain on stage to help preserve the scene for the observers.

G. Evaluation the Action

1. Determine if the situation seemed real. If not, determine why not. Ask questions such as: (1) Could this happen in real life? (2) What would you have done in _____ place? (3) What would happen if _____?
2. Discuss possible solutions to the problem and decide which solution is best for most people.
3. If time permits and if it would be beneficial, do further role playing on the topic. Use the same actors, different actors, or the same actors in different roles. The same situation could be replayed, or it could be a continuation of that situation. Perhaps an enactment of what preceded the original situation could be developed.

H. Follow-up Activities - Activities which enhance discussion of the problem and/or solutions to the problem are always desirable. Activities chosen should involve everyone and should be compatible with the age and interests of the group. The following activities are suggestions:

1. Art project
2. Large or small discussion groups
3. Interviews

4. Use of audio-visual materials
5. Field trips
6. Oral or written reports
7. Role playing of same or similar subject at a later date

Role playing is no panacea, but it does offer teachers a technique adaptable to many classroom situations. Role-playing should not be considered an effortless technique, since successful role playing requires a great deal of thought and preparation. Learners and instructors can find role playing a reqarding experience if they prepare and participate.

CREATIVE WRITING STRATEGY

Creative writing is "composition involving some degree of spontaneity and exercise of imagination on the part of the writer." Creative writing skills are improved through practice of spontaneous writing. Spontaneous writing is that which is controlled and directed by the writer. However, the control and direction of a learner should be influenced by the instructor. This can be done without thwarting individual creativity. The following thoughts on creative writing are taken from Mauree Applegate's Easy in English.[15] They will help you develop an approach for developing creative writing skills.

A. Instructor Preparation

1. Choose the material to be the subject of any creative writing exercise from areas which interest learners. Small children enjoy animals, nature, outer space, and "grown-up" clothes. On the other hand, older learners enjoy sports, parties, dancing, and realistic adventures.
2. After choosing an area of interest, develop an idea within it with enough elasticity to enable each learner to draw from past experiences in

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[15]Mauree Applegate, Easy in English, (New York: Harper and Row, 1960), pp. 443-479.

relating to the idea.

3. Suggest plots to help those learners who are not self-starters. Vary the approach of presenting ideas. For example, a personal story told by the instructor might enable learners to recall plots of interest on which they can write. A second approach would be to hold an idea exchange session prior to the writing exercise.
4. Before a class is expected to write a particular type of prose or poetry. discuss the characteristics of that genre. Vary the type of writing exercises used. Expose students to stories, conversation, poetry, letters, etc., as creative writing exercises.
5. Prior to writing, discuss specific words associated with the subject of the exercise. The words will evoke thought processes that motivate learners.
6. Help learners know how to plan a story and when to stop writing. Many written works are weakened because the writer failed to stop when he had said what he intended to say. Describe a happening and help learners decide the number of paragraph, verses, etc. needed to describe the total event. Arrange a variety of thoughts in logical

sequences for each paragraph or verse decided upon. Discuss rearranging, resequencing, adding, and deleting.

B. Additional Thoughts

1. If a learner is to grow in creative writing ability, his writing must be scrutinized by someone who is able to distinguish good writing from poor writing. It is not necessary to place a grade on a writing exercise. However, it is a good idea to list one or two items that need improvement and one or two items that are effective.
2. Determine individual needs and base future writing plans on those needs.
3. It is a good idea to keep a record of misspelled words. This enables an instructor to base improvement on the needs of the learners.
4. Encourage individuals to proofread and rewrite their own compositions. Never have a learner rewrite his paper more than once, expecially after the instructor has criticized it.
5. Encourage learners to put their thoughts on paper without worrying about form and grammar. Next, have learners first proofread for ideas, and then proofread for form and grammar. Proofreading can take time, but if learners have an

orderly set of purposes to follow (sentence sense, punctuation, misspelled words, etc.), the time will be well spent. Finally, establish a one-day interim before final proofreading.

6. Schedule learner conferences every two or three weeks to discuss writing problems and progress.

Developing creative writing skills does not mean "knit-picking." Help learners to safeguard their meaning with proper mechanics and usage, but do not squelch enthusiasm with rote memorization of rules.

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